

Environmental Public Awareness *Handbook*

**Case
Studies
and
Lessons
Learned
in
Mongolia**

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**Mongolia Ministry for Nature and Environment
United Nations Development Programme –
Environmental Public Awareness Programme**

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U. Davaasuren

Preface

This handbook grew out of the experiences of the Mongolian Environmental Public Awareness Programme (EPAP). The Programme began with the idea that environmental groups should be given opportunities to create public awareness campaigns focusing on environmental issues. This would encourage grass roots action, allow these groups to build their capacities as NGOs AND help protect the environment.

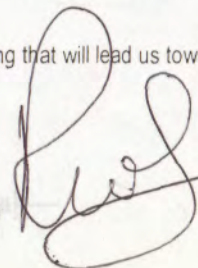
The response was overwhelming. NGOs, or at least interested groups, crawled out of the woodwork. The Programme quickly expanded to accommodate their interests, their enthusiasm, and their dogged desire just to participate. At the end of two years, the Programme had overseen the implementation of almost 100 small projects and the donors and government had renewed it for two more years. Clearly we were on to something. And we felt that this unique experience, and the lessons we learned, would be useful for others. Hence this handbook.

Environmental Public Awareness (EPA) and environmental public participation have a simple enough premise – awareness, understanding and action can protect the environment before agricultural practices, industrial and urban development, or just human ignorance, can do it serious damage. Stopping potentially harmful human behaviour and practices before the damage is done can save money and time, as well as the environment. And simple remedial action can go a long way if initiated by those interested citizens who are sometimes at the root of the problem.

While monitoring EPA projects in the countryside in Mongolia, I hit upon the hurdle EPA faces. We were in a village called Bulgan discussing an awareness campaign with the leader of the local disaster relief officer. His main responsibility was fighting local forest fires – over 90% of which are started by human activity. He told me the budget to fight the fires was not enough, but it was all they had. Was there any money for prevention? No. Could 10% of their current budget be allocated towards awareness campaigns targeted at hunters, herders and children visiting and using the forested areas? If they prevented even a small number of these fires every year they would save money overall. He reluctantly agreed but said that the governor of the province would not agree. And he hasn't yet.

EPA, as a first step towards citizens' action and participation, has to build its legitimacy – it has to prove it can work. As environmental groups all over the world perfect their EPA strategies, and share their experiences, governments and donors will increasingly support environmental awareness initiatives. But no organization can do it alone. The impacts will be far greater if local organizations, local government and central governments, public agencies and aid programmes all build partnerships and work together.

I hope readers will find in this handbook something that will lead us towards more successful EPA activities.

 – Rob Ferguson



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User Guide

This publication is designed as a handbook for environmental groups and government agencies that wish to undertake environmental public awareness activities and initiate environmental actions. It cannot and does not claim to be comprehensive for all users. Therefore it should be utilized in a flexible way. Use it for brainstorming ideas, for planning and designing your own programmes, for learning from our own experiences – both good and bad – and for useful contacts.

It includes simple – and some might say “basic” – recommendations. This handbook does not pretend to offer systematic and comprehensive management tools. Experience in Mongolia has shown that keeping everything as simple and practical as possible enables a great number of NGOs, CBOs and concerned individuals to be involved. If diluted into too much terminology and details about state-of-the-art project cycle management, the process often leads to frustration and discouragement. The objective here is to foster action. Moreover, it is a process – we believe that one learns by doing. The sophistication in project design and implementation will grow as the programme continues and as support is provided to these organizations. For a first phase programme, getting the confidence of these organizations and individuals and harnessing their energy is the most important goal.

Feedback

Comments, critiques, insights, experiences and addenda are all appreciated. Please check out our website at:

www.un-mongolia.mn/projects/epap/index/html

for on-going EPA information and updates.

Your own experiences are valuable sources of information for all environmental groups working in EPA. Send your comments and queries to:

aware@magicnet.mn.



Thanks...

Gratitude goes out to all those who have had inputs to this publication.

First, the participating NGOs and government agencies in the Mongolian Environmental Public Awareness Programme without whose enthusiasm Mongolia's recent experiences with EPA would not have provided the substance for this publication. See Annex 4 for a list of participating organizations and their projects.

Second, thanks goes out to Mongolia's Ministry of Nature and Environment who provided support, space and their own EPA experiences. And to EPAP staff, Mr. G. Sumiya and Ms. Ts. Davaasuren, whose dedication, determination and enthusiasm for the project ensured its success.

Third, the donors of the Programme – the Netherlands Government whose core funding got the Programme underway, and UNDP and the Australians whose added support allowed the plethora of EPA proposals and projects, and more ideas and experiences than anyone could ever have imagined. As well, the Tacis Environmental Awareness Raising Project based in

Moscow who contributed funds to support media coverage of the projects – an EPA awards show and a special media tour with the BBC.

Fourth, the consultants who undertook the evaluation of most of the projects, Vielka Garibaldi, Lochin Ulzijargal and Damdin Ganbaatar, also deserve credit for producing a comprehensive and balanced report despite enduring great ordeals interviewing target groups in isolated corners of rural Mongolia. Their Evaluation Report became the basis for Chapter 3: Case Studies and Lessons Learned in Mongolia.

And finally, a very special word of thanks to Sylvie Goyet, the international advisor to EPAP, who's on-going input to the Programme and undaunted encouragement made it happen. Many of her ideas and experiences are included in this publication, and she also provided much appreciated editorial support. Her periodic e-mails asking, "How is that book coming? I want to see it!" kept this book on track.



Chapter One: **Designing and Establishing the Programme**

Empowering organizations, both government and nongovernment, to participate in environmental protection through public awareness activities – this is one of the objectives of many government environmental programmes and an important component of most environmental projects throughout the world. It's a straightforward idea easily grasped, but not always executed effectively.

This publication reviews one programme's experiences in this field, with case studies and lessons learned. Through this hands-on and practical approach, the aim is to provide a basis for guidelines for running successful environmental public awareness activities. As adjustments to local economic, political and cultural conditions are required, these guidelines are presented as tips for developing and implementing effective environmental protection activities.

Focus

This handbook attempts to provide suggestions and recommendations for designing and implementing environmental public awareness programmes, in particular in developing countries and in countries in transition. The suggestions would have to be adapted to each country's peculiarities. But the tips and proposals target situations when the civil society and its structure is not yet developed and organized and when nongovernment organizations (NGOs) and community-based organizations (CBOs) are in their infancy.

This handbook is designed for three potential users. The first are those environmental NGOs and CBOs interested in undertaking environmental awareness activities. These users will likely have had little or no experience in developing such campaigns and are in developing countries with little developed legislation and regulations in this area, limited access to information and data and few possibilities for resources and funds. The second group of users are environmental projects, likely donor-supported, that wish to undertake environmental public awareness as a component of their other activities. For example, a biodiversity conservation project in Indonesia, which aims to protect endangered species, would likely want to include a public awareness component in their activities. The third group would include any individuals and organizations anywhere in the world who wish to use public awareness to disseminate information, change attitudes and encourage a target group to take positive action on some issue. This broadens the scope beyond strictly environmental issues. The principles used in this handbook are focused on environmental issues but relate to overall sustainable development practises and projects.

How to Use this Handbook

This handbook is designed to be user friendly – you may want to zero in on the section or sections you require most, especially if you have some experience with environmental public awareness. However it follows the logical steps we took to develop the model used successfully in the Environmental Public Awareness Programme in Mongolia.

Chapter 1 of this Handbook provides a background on the principles of public participation and citizen rights, then identifies the benefits of public participation and how to make it happen. Environmental Public Awareness (EPA) is then defined. Information and communication are specified for the purposes of EPA and information terminology clarified. Then the roles of NGOs and CBOs in EPA are suggested. Next, the proposed EPA model is developed. The framework is spelled out, providing the institutional set up with some ideas on possible design flaws in the original assumptions and on unexpected benefits.

Chapter 2 outlines how to develop an EPA project. This involves identifying priority environmental problems, then following the suggested 10 steps in developing an EPA project. Then there are some practical suggestions on brainstorming EPA ideas and examples of possible projects. This is followed by an overview of establishing appropriate EPA project criteria and ideas on how to get the projects funded. Monitoring and evaluation of EPA projects then conclude this section.

Chapter 3 provides case studies and lessons learned from the experiences of the Mongolian Environmental Public Awareness Programme (EPAP). Take what you want from these and develop even better projects of your own.

The Annexes at the end include useful resources – publications, organizations and websites – plus short overviews of EPAP and environmental issues in Mongolia. Finally, a complete list of the small projects and the participating organizations under EPAP is provided.

THE PRINCIPLES

Public Participation and Citizen Rights

This is an overarching principle. No matter the level and degree of social and political maturity in the country, public participation is an aim in itself for a well-functioning and committed society. EPA programmes should strive to contribute to the promotion of public participation, in addition to of course improving the environmental awareness of the public in general as well as in reference to specific environmental issues.

What is Public Participation?

Public participation is citizens influencing political decision-making by taking action. This action could be in the form of demonstrations, protest meetings, letters to the editor of publications and to politicians, or by circulating information through leaflets, newsletters and the media. It could also be participating in consultative meetings with local governments and taking part in working groups developing legislation. Finally, it could be in the form of citizens demonstrating practical examples of alternative behaviour and practises – recycling, low impact agricultural techniques, and so on. In an environmental context, these actions are designed to influence public policy on such issues as water and air pollution, the protection of endangered species and the adverse effects of the exploitation of natural resources. These actions can encourage politicians to take public opinion into account, politicizing environmental problems and eventually leading to the passing of laws and measures that minimize the negative impacts of development on the environment. It can also pressure industries and businesses to adopt more environmentally friendly practices, such as minimizing vehicle exhaust and industrial pollutants.

In a functioning society, the public has the right to voice their opinions and to challenge decisions that fail to consider their views. The "right to a healthy environment," first formulated at the 1972 Stockholm Conference, is now recognized as a basic human right and incorporated into many international declarations and constitutions. This right includes the right of all individuals to be informed of plans and projects that affect their environment, to participate in the process leading to a decision and whenever necessary, to complain and pursue compensation for any damage suffered.

Public access to information is crucial. Access to information and data must be open, easy and free. Partnership is also essential and, combined with an open administrative climate, will provide a positive dialogue between citizens, the government and industry on environmental policies. The combination of access to information, access to resources and the right to act will transform awareness of the issue into action.

By taking appropriate action, citizens are able to have a greater impact on the decision-making process. Citizens become empowered and feel that they can have a positive effect and influence conditions in their community, or in their country. In some countries, this process is not well developed and many NGOs and CBOs are skeptical that the process can really work. As citizen groups gain experience and as the framework for action is developed, with access to resources, information and distribution channels, public input into decision-making will grow.

Industry and government will also benefit. Industry increases its knowledge of the impacts of its own operations on the environment. And government makes more informed decisions thanks to

citizen inputs, reducing the likelihood of overlooking significant environmental impacts of proposed actions or policies. Finally, public participation in the process from the outset can defuse opposition to particular government actions and build a broad-based consensus for environmental programmes.

In, for example, a coastal community in Canada, the case might be as follows: You believe the river in your community is being polluted by the new logging operation located up the river. You organize a group to look into it, get information on the nature of the pollutants, inform your community and lobby the government to end the problem. Government enforces its environmental laws regulating river pollutants and the logging operation is forced to stop dumping untreated chemicals into the river. The river is clean and safe again.

In other settings, the process may not be that simple. There may exist here numerous bottlenecks and constraints along the way, which hamper the process. For example: capacity to organize groups or access to information on the issue. Therefore, there will likely be a need for partnerships in particular with government and public sector institutions and with aid agencies. As well, capacity-building activities, training and collaborations and synergy among participating environmental organizations may be required.

Environmental Public Awareness (EPA)

Families and communities are being exposed to environmental hazards, either directly from their own behaviour or practices, or indirectly from policies and programmes decided elsewhere and affecting their environment. Increasingly they have become aware of deteriorating environmental conditions, which are affecting their human activities and health, particularly in their children. They are becoming aware that the delicate balance between human activities and the natural environment has been seriously upset. And this not only threatens nature and the environment, but slows social and economic development as well.

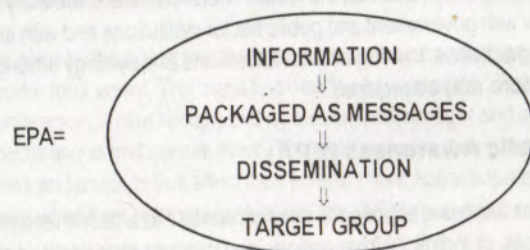
More effort has to be put into increasing this awareness – awareness of the problems and the symptoms but also awareness of the root causes of the environmental degradation. The public has to become informed citizens in order to play an active role in maintaining a healthy and productive environment.

What is EPA? EPA is a process by which individuals gain awareness of their environment – specifically to a current or developing environmental problem that affects them, their families and their communities – and acquire the knowledge and that will allow them to take action, individually or collectively, to address and possibly solve it.

The overall aim of EPA is to encourage and assist societies in conserving and protecting the health and diversity of their natural environment, and to ensure that the use of their natural resources is ecologically sustainable.

Information and Communication

EPA is most effective when it translates into changed attitudes, values, practises or knowledge of those affected by, or causing, an environmental problem. This involves communicating information through messages that focus on specific groups – affected target groups or originator target groups. Messages are disseminated to the target group through “products” such as brochures, posters, T-shirts or caps and relayed to them through the media in the form of newspaper articles or radio or TV “spots.” More detailed information may also be conveyed through discussion groups, lectures, workshops, exhibits and tours. This mix of information with a dissemination strategy constitutes an EPA campaign.



The success of the campaign is a function of whether target groups are willing to alter their old behaviour and undertake new practices. The new standards required should be reflected and echoed in environmental policies and understandable and acceptable to the community in general. Introducing concepts and practices that are alien to the local culture will be difficult and likely unsuccessful. And the practices will only become sustainable when the people decide to direct the process themselves – therefore the importance of involving communities in the design and implementation of the campaign in the first place.

Good clear communication and attractive information packages that speak simply but effectively and focus on the issue will allow the process to proceed successfully. By basing information on what people already know and are willing to embrace, the campaign will become more instructive and easier.

Information Terminology

A few words on information jargon. These terms can be confusing, especially if English is not your first language. Here is a run-down to clarify what we are talking about.

TERM:	PURPOSE:	EXAMPLE
Advertising	to sell commercial products or services	oil company ad linking them with nature on TV
Publicity	to provide information on something to the public	government press conference to announce a policy on protected areas
Public awareness	to provide information with non-commercial goal	warnings to stop poaching in parks
Propaganda	to provide politically motivated messages or information	paid election campaign message on TV
Misinformation	to provide inaccurate information for negative or protective purpose	announcing after a nuclear reactor accident that no radiation leaked when it did
Message	to target a group with a specific information item	“only you can prevent forest fires”
Public Service Announcements or Message Spots	to provide non-commercial free media announcements raising awareness of a certain issue	1-minute TV spot warning people not to throw their cigarettes in the bush
Media Campaign	to provide a publicity package with a mix of information	public awareness on an endangered species such as the panda

The Role of NGOs and CBOs in EPA

NGOs and CBOs are in a position to be the best implementers of EPA projects. As links between individuals and communities and the government, ideally they can encourage grassroots activities that try to influence, and if necessary, alter official policy. NGOs can bring into focus a crucial independent perspective on an environmental issue. And as such, their EPA activities can have much more popular credibility than government-run EPA activities.

However, these groups must legitimately represent the communities they claim to do and have the capacity to reach out to decision-makers. In some cases, there is a problem with the

independence of these organizations. Very few NGOs and CBOs in developing countries actually qualify in this regard. Many are not truly independent organizations and frequently they have been created by government or answer directly to government. However, environmental organizations can play a crucial role as watchdogs – they can participate in the design and development of policies, in the identification of processes and methods, in the mobilization of communities and in reaching out to citizens.

NGOs come in many forms, and they can represent a wide range of opinions – not all of them necessarily the views or aspirations of the community. NGOs often function around one strong individual who may have his or her own agenda. This is not necessarily bad as long as the EPA activity has credible goals. For our purposes here, an NGO can be defined as: a group of citizens organizing grassroots activities; an association of scientific experts providing government with non-partisan advice; or a coalition of industry representatives communicating their views to the government. All these groups should be engaged in conservation activities providing information and educational services, consider themselves to be environmentally aware and support sustainable management of natural resources.

Strengthening the capacity of NGOs through enabling them to implement environmental protection activities is an important side benefit to EPA. And highlighting the experiences of NGOs undertaking EPA is an important objective of this handbook. It also would not have been possible without their experiences. The case studies here only include some of them. However the ideas, the broader experiences and the lessons learned are the results of them all.

Public awareness is the first step toward effective public participation. But public awareness alone is not enough. The public must be empowered to act, follow through on their right to be represented in the decision-making process and have access to information. When these ingredients are all present then public participation can happen.

PUBLIC AWARENESS +	<ul style="list-style-type: none">• THE MEANS TO ACT• THE RIGHT TO BE REPRESENTED = PUBLIC PARTICIPATION• ACCESS TO INFORMATION
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A PROPOSED MODEL AND STRUCTURE

The previous section outlined the principles under which EPA can effectively operate. Now we can develop a model and structure in order implement an EPA programme successfully. This model is only a proposal and is based on the experiences in Mongolia. It should be adapted to fit your own situations, whatever they might be.

The Objectives of an EPA Programme

The objectives will be up to the specific requirements of the overall programme. EPA is often a component of a larger environmental project and therefore objectives must meet the requirements of, for example, sustainable development or biodiversity conservation or reforestation. Generally, the programme should identify and demonstrate effective community-based approaches and strategies that could, through dissemination of effective messages, reduce threats to the environment while encouraging sustainable development, if replicated successfully over time and place. Many programmes also aim to strengthen the capacities of NGOs, community groups, and local technical resources to address environmental problems.

Further, they might try to draw lessons from community-based public awareness activities that will be of value to other programmes, the government and donor-country and intergovernmental agencies in their efforts to protect the environment and encourage sustainable development. Finally, they might demonstrate the viability and effectiveness of a decentralized, small grant funding mechanism based on principles of community participation and local decision-making in project design, implementation, monitoring and evaluation.

All these objectives are applicable to EPA components, i.e. encouraging community-based activities, strengthening capacities of local organizations, decentralizing the implementation process and replicating successful approaches.

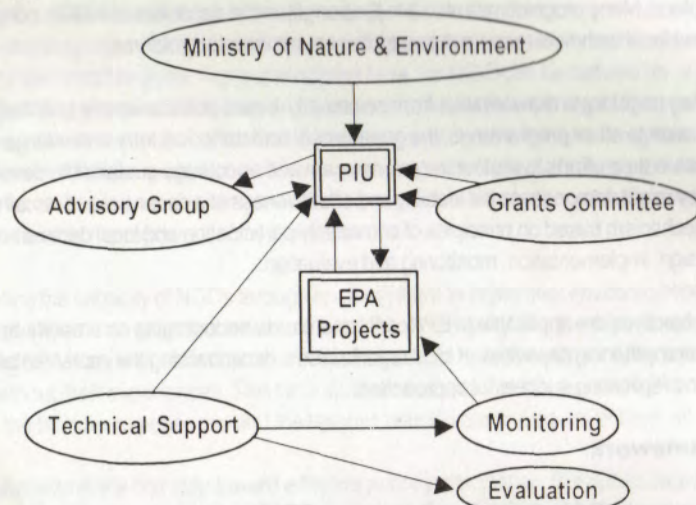
The Framework

The Environmental Public Awareness Programme (EPAP) in Mongolia developed a framework for EPA activities based on the limited capabilities of environmental NGOs, CBOs and government agencies in a country in transition. (See *Annex 2: EPAP*) Training modules were developed focusing on the principles outlined in the previous section and providing the means to develop a small EPA project. Participants were invited to submit proposals and some were approved on a competitive basis and funded through small grants. The small projects encouraged cooperation between environmental organizations and with government, and many became collaborative efforts. As the projects were implemented, they were monitored and after completion they were evaluated. This framework allowed many fledgling groups to participate and build their capacities. And some, but certainly not all, emerged as credible environmental groups with the capability to undertake further environmental activities.

The Institutional Set-Up

EPAP was executed through a Programme Implementation Unit (PIU), functioning under the

auspices of the Mongolian Ministry of Nature and Environment. An Advisory Group provided feedback and acted as a steering committee and a Grants Committee oversaw the funding of small EPA projects. Technical support was provided through short-term consultants who provided training and inputs and evaluated the small EPA projects and the overall programme itself. The monitoring and evaluation of the projects led to a progressive reworking of the model while maintaining the same overall objectives. What follows is a highlight of the structure used under EPAP, suggested here as a framework for the implementation and operation of similar programmes.

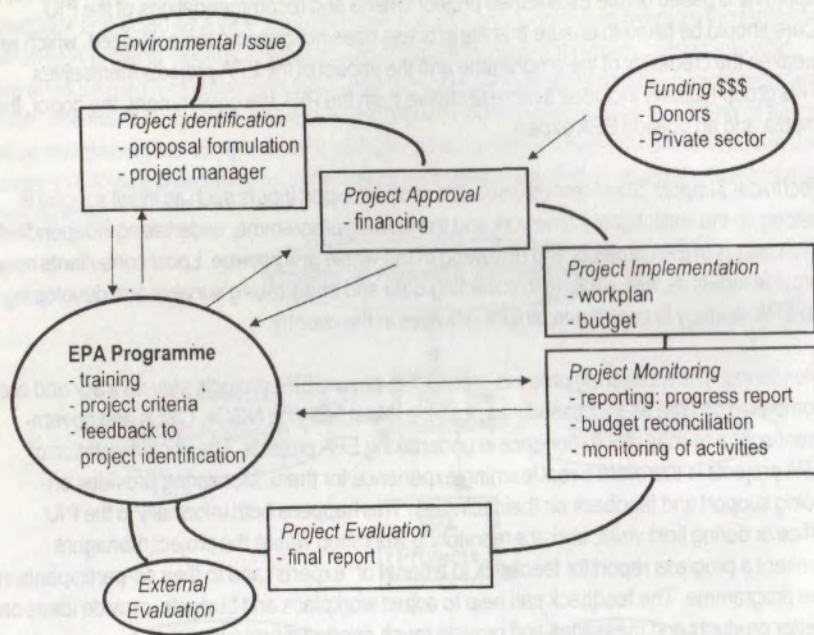


1. *Programme Implementation Unit:* The PIU have responsibility for the overall management of the programme. They put together the training modules, coach and guide the participants through the development of EPA project proposals, establish the criteria guiding the approval process and oversee the implementation of the projects and monitor their progress. As well, they foster cooperation and partnerships between NGOs and CBOs, and with government and other environmental donor projects and coordinate activities with other environmental programmes. Following an evaluation of the projects, the PIU channels field action into policy recommendations and decisions.
2. *Advisory Group:* This is the programme's steering committee. The PIU reports to them on their plans and activities for feedback and advice. Typically they are made up of representatives of the participating organizations and agencies – active environmental NGOs and CBOs, environmental government agencies, key government officials and representatives from other donor-supported environment projects.

3. *Grants Committee:* This body oversees the approval of the small EPA projects. Their approval is based on the established project criteria and recommendations of the PIU. Care should be taken to ensure that the process does not become too politicized, which will weaken the credibility of the programme and the impact of the EPA projects themselves. This group typically includes a representative from the PIU, the government, the donor, the media and an outside EPA expert.
4. *Technical Support:* Short-term consultants provide expert inputs such as initial support in setting up the institutional framework and the training programme, undertaking independent evaluations of EPA projects and reviewing of the whole programme. Local consultants may provide inputs as well, relating to collecting data and undertaking surveys and developing an EPA strategy to coordinate all EPA activities in the country.
5. *Monitoring:* The monitoring process is crucial to ensure EPA projects stay on track and are completed on time as successfully as possible. Most fledgling NGOs, CBOs and government agencies may lack experience in undertaking EPA projects. The implementation of EPA projects is therefore a real learning experience for them. Monitoring provides on-going support and feedback on their activities. This happens both informally in the PIU office or during field visits, and at a monitoring workshop where the project managers present a progress report for feedback to a panel of "experts" and to their co-participants in the programme. The feedback can help to adjust workplans and budgets, provide ideas on better products and messages and provide much needed moral support.
6. *Evaluation:* This involves two components – a self-evaluation in the form of a final report in which the project manager provides information and opinions on how the work was actually undertaken and what they learned from the process. And an independent evaluation – by the PIU or better yet by outside experts – that identifies the relevance, impact and sustainability of these projects. Measuring these aspects is difficult, but by surveying project managers and target groups, the impact of the project on these two key beneficiaries can be determined to a reasonably extent.

The Process

Here in the form of a flow chart is the process from project identification and approval through implementation stages to completion and final report.



The Budget

The EPAP budget was shared among the key functions as follows:

Training and capacity building:	\$ 12,000 (3%)
Grants to local organizations:	\$175,000 (44%)
Grants for government initiatives:	\$ 55,000 (14%)
Structure and coordination of the Programme:	\$158,000 (39%)
Total:	\$400,000 (100%)

The Flawed Assumptions

As the Mongolian programme progressed, design flaws in the model emerged. These lessons learned fed back into the regular review of the overall programme and helped improve the design and adjust the implementation strategy. We list them here so that they can trigger rethinking of certain aspects of similar programmes.

Designing and Establishing the Programme

- ⇒ A definition of an environmental NGO/CBO – a broad definition was accepted here. And NGOs included anything from a single individual to a school or scout organization. Criteria for engaging one group over another relied mostly on the degree of commitment of the persons involved and their willingness to participate, progress and share information and experiences.
- ⇒ Let's protect the environment – many participating organizations were less committed to addressing environmental problems than in an opportunity to implement a small project, link with other players (national and international) and learn. As environmental protection was intrinsically associated with sustainable development and local level development in general, most organizations required a better understanding of environmental issues and more flexibility in the focus of their projects.
- ⇒ Economic realities – in Mongolia, inflation, inconsistencies in services such as printing, inexperience in negotiating fair prices and supply limitations hindered project implementation and success. Additional support, training in financial management and adjustments to local conditions were required. Also, the dire need for citizens to "make a living" overran efforts to work for environmental protection alone. It is important then to address environmental considerations within the context of better management of resources, long term sustainability of their agricultural practices and better health care.
- ⇒ NGO/CBO competition – cooperative efforts between environmental groups were hampered by inconsistencies in their mandates, jealousy and greed. The whole idea of competitive selection was not easily grasped as an even allocation of resources had prevailed for a long time without any solid reference to criteria of effectiveness or efficiency. Most of these organizations needed wider exposure to international environmental organizations and more experience in working together as well as improving their efficiency.
- ⇒ NGO/CBO capacity – the level of in-house capacity and skills of the organizations were lower than anticipated. More capacity building activities had to be built into the model. These could include networking activities, exposure tours, internships and scholarships so members of these groups can learn from international experience.
- ⇒ NGO/CBO exposure and outreach – this was underestimated. Organizations saw EPAP as an opportunity and a way to reach out and connect with others.
- ⇒ No baseline data – monitoring the impacts and the success of small projects is only possible if baseline data is available. EPAP relied on the implementers themselves to carry out a study at the start of their projects. This proved ambitious and unrealistic. No baseline data on the pre-project situation was available and this affected the assessment of the effectiveness of the projects in meeting their objectives, and hence the overall evaluation of the small projects.
- ⇒ Designing a national EPA strategy – this is a very political process that must involve all players – NGOs, CBOs, government and environment programmes. For it to work,

everyone must have inputs in the process and a structure must be put in place to oversee the strategy's implementation.

The Unexpected Goodies

Of course there were unexpected bonuses as well. These too resulted in adjustments to the programme and spin-offs and even an extension of the whole programme. Here are some from our experience:

- ⇒ Enthusiastic NGOs/CBOs – in Mongolia, the eagerness and dedication of a wide range of organizations to participate in the programme led to an inclusion of many more EPA projects than was originally planned. Also, the desire to incorporate rural areas to address development needs at the grassroots level in environmental awareness was such that more pilot projects were approved in the countryside.
- ⇒ Cooperation with other environment programmes – building on the work of other related environment programmes that incorporate EPA into their activities not only led to mutual support, but fostered additional benefits. A recycling project took off thanks in part to facilities developed under a Capacity 21 project. Asia Foundation and WWF in Mongolia both adapted and funded EPAP projects as it fit with their mandates. We also developed a television series highlighting the work of many of our EPA projects, undertook training of local media with the BBC, published a Green Book – a guide for all local environmental NGOs – and sponsored awards for the best EPA projects all in conjunction with other programmes or donors.

This section has provided an overview for a proposed model and structure for an EPA programme. The success of the model will depend very much on local situations. And for these you will need to find local solutions.

NGOs and CBOs should act as brokers on environmental concerns, channelling interests and needs of the communities to the policy makers. They can demonstrate the effectiveness of local action as well as collect suggestions for addressing environmental problems at higher levels and provide ideas for remedial actions.

There is also a need for a policy framework that encourages dialogue among the EPA players and promotes local action. "Recourse action" that sets legal limits and requirements and defines legal policy tools and mechanisms may also be required. There can be a great synergy between local action, through NGO/CBO efforts, and policy makers, through government legal efforts. One contributes to the other; one fosters the other.



EPAP did not address the policy part of the question, apart from providing contribution to a national strategy on environmental public awareness and from advising national government agencies, but focused on triggering local actions at the grassroots level.

The next chapter will look more specifically into this proposed model, bringing to light specific tips and tools for designing successful EPA projects.



Chapter Two: ***How to Develop an EPA Project***

This chapter is a step-by-step guide to take you through the process of developing small EPA projects. It also supplies practical tips for planning and implementing projects in general.

The first step is to identify the key environmental issues affecting the country. You will want to focus your EPA activities on alleviating these. Then 10 steps in the progressive development of an EPA project are outlined. Brainstorming some practical suggestions to come up with creative and original ideas for EPA projects and some examples of EPA projects follow this. Then EPA project criteria is suggested and some ideas on how to get these projects funded. The chapter finishes with some practical tips and guidelines on monitoring and evaluating projects with recommendations and lessons learned from the independent assessment of many of the EPA projects implemented under EPAP.

Identifying Priority Environmental Issues

First there must be a perceived environmental problem before there is a need to disseminate information about it. Usually the government has identified those key environmental priorities for the country – such as in a National Environmental Action Plan – and likely has policies on addressing them. For example, environmental laws may stipulate regulations and fines on protecting scarce water resources, endangered species or over-logged forests. Identifying the most crucial environmental problems that need awareness and action on the part of the public may then really be a partnership between environmental groups and the government.

The community itself may also identify environmental problems, as a response to the perceived effects and impacts on local livelihoods. Examples include the detrimental affects on the health of children by air pollution, the cutting of trees in a protected area for fuel due to poverty or the overuse of pastureland by herders. This perception can then be conveyed to the local NGO/CBO and to local authorities who then investigate the cause and the extent of the problem.

An environmental problem may also be the result, or anticipated result, of a government policy or a private sector activity. In Mongolia, the opening of the Chinese frontier led to an increase in cashmere exports, and the devastation of the Gobi desert due to expanded herds of cashmere goats. For an overview of the Mongolian situation, see *Annex 3: Environmental Issues in Mongolia*.

Local perception of the problem can be effectively linked and associated with information from public sources. These sources could be the government, a recent conference focusing on an environmental issue, or an on-going donor-supported environment programme such as Capacity 21, a poverty alleviation programme, an agriculture project, and so on.

What is important is to identify the root causes of the problem, not just the symptoms and manifestations of the problem. The involvement of local communities is an essential prerequisite to analyzing as well as qualifying and quantifying the problem, gathering information on remedial options and ascertaining the possible degree of involvement of the community in the project.

Local communities may be the target group of the project and/or the ultimate beneficiaries of the project. Target groups are those groups to whom the message is targeted to, ideally those who are in a position to generate change and bring about a change in behaviour or in a process. Sometimes it could be the local communities themselves – for example, herders responsible for overgrazing and thus desertification in Mongolia. Beneficiaries are those who ultimately will see a difference in their environment when the change is implemented. For example, in the case of the lumber mill polluting the river upstream in Canada, the target group may be the managers of the company, the shareholders and decision-makers – those able to alter the production process of the company. The beneficiaries would be the communities living downstream enjoying the clean river. Target groups and beneficiaries must participate in the different phases of the project, from identification and design of the project objectives and structure all the way to implementation and evaluation.



The 10 Steps in Developing an EPA Project

To facilitate the design of environmental public awareness projects, the following progressive and sequential checklist is suggested. These 10 steps guide the organization through the process of developing an EPA project.

1. *What serious environmental problem in your area is affecting you and your community?*
Look around you. Is your source of drinking water polluted? How is the air that you breathe? Is an endangered species being overhunted in your area? Focus on one specific environmental problem. Be sure that it is a priority issue in your area and one that deserves EPA attention. Think about the possible health hazards, the risk to local biodiversity and the likely causes of the problem. If the issue is not clearly definable, you may need to research it more thoroughly before identifying it.

2. *How can you get more information about the problem?*
Your river seems to be polluted, but what are the pollutants? Is it safe to drink? There are a variety of resources to go after to find the answers to these questions. The government – ministries of environment, agencies and laboratories – should all allow you to access their information. Some may provide services such as testing water quality or databases on flora and fauna. Universities, especially biologists, chemists and legal experts, are generally good helpful resources. International environment programmes operating in your area are another excellent resource – sustainable development, environment and poverty alleviation projects. Go to libraries and offices where you can access books and documents and visit NGOs, especially those specializing on environmental issues. The media may be able to help. Sometimes the spark that may begin an EPA project comes from a programme on Discovery Channel, or from a comment made by a concerned citizen on the news. Search the Internet for web sites and e-mail addresses – this has become an incredibly valuable resource. Get the information you need to clearly identify the problem.

3. *What group do you want to target?*
This problem is only a problem because of people. Who are the people most affected by this problem? Or, who is causing this problem? If the air is polluted because coal-fired power plants are pumping toxic chemicals into the atmosphere, then concerned women living adjacent to the plant might be your target group. Mothers are always concerned about the health of their families. Another possible target group might be the workers and managers of the plant itself. Choose the group that should be most appropriate to your EPA campaign. If wolves are in danger due to overhunting, don't target school children – they are not killing the wolves. Target the hunters and farmers who are. And remember the information you give them will spread out through the whole community.

4. *What messages do you want to give out to this group?*
Now you want to do some brainstorming (see the following section). Come up with ideas on the messages you want this group to grasp. Remember – a message is one specific information item. If the river is polluted you may want to tell your target group – "Don't drink it straight, boil it first." Messages work effectively as slogans on T-shirts and caps, as catch phrases or jingles on

radio and TV messages. Play with the words – you may want something that rhymes, a warning, something that plays on the emotions. But get the messages right – giving out a too obvious message, an unclear message or a "mixed" message will be disastrous for your campaign. And back up your messages with solid information. The message should catch the attention of the target group – the back-up information that follows it should convince them it's true.

5. *In what form do you want to produce these messages?*
You know what you want to say, now in what form do you want to produce these messages? What "products" are right for your campaign? Posters, brochures, booklets, T-shirts, caps, mugs, pens... there are an almost infinite number of products you can choose. But they should be appropriate for your target group. Children love T-shirts and caps. Posters and brochures are good for workshops. You could provide prizes for environmental art or writing competitions, or best displays. A calendar might highlight the best artwork.

6. *Which media will you use to disseminate these messages?*
Getting these messages out to your target group is a crucial part of the process. Radio and TV messages or "spots" may be used to reach the wider community, including your target group. A team visiting homes and distributing materials over "green teas," or discussion groups might work well with women. Brochures or booklets with "how to" information distributed at workshops is a popular method. Other ideas include radio messages to call special meetings, newspaper articles to highlight the issue and a web site to provide information and stimulate two-way communication.

7. *How do you create a workplan for your activities?*
Make a list including all activities you might like to include. This starts with an initial meeting to plan your activities, then – workshops, event days, competitions, exhibits, tours, press conferences... everything you can think of. Refine this list down to the most appropriate workplan for your target group and for the problem. Put the activities into chronological order. Remember that too many events may overdo the message – overkill – doing your campaign serious damage. Create your workplan carefully and be sure to focus on the problem.

8. *How much will these activities cost?*
Now comes the hard part – preparing a budget. You will have to shop around for prices – call printers, the local media, exhibition spaces and food caterers. Make use of as many contacts as you can to get good prices. Try to get three quotes for each item. Remember to check the quality of the product – the cheapest price may not necessarily provide you with what you want, or what will be most effective for your campaign. A plain black and white poster may be thrown away. Attractive products will be kept and admired.

9. What combination of activities will meet your needs and your budget?

Now that you have a list of activities and their associated cost, you should go back over it and refine it so it meets your budget restrictions. You likely will have to do this several times before you satisfy your needs and meet your cost restraints. This is only a budget and there should be room for flexibility – costs are never those exactly as budgeted. But the closer you come to keeping on budget, likely the better-run campaign you will have.

10. How will this project help to solve the environmental problem?

Finally, go back and look over your proposal, your activities and your initial objective. Are you going to really accomplish something? Are you going to alleviate the problem, or just publicize the issue? Is your target group actively involved in solving this issue? How? How can you make this proposal stronger? Talk it over with members of your group. Show it to other NGOs who have some experience in the area. Show it to government agencies or any other experts who could give you feedback. When you are satisfied that you are going to run the best campaign you can, then you are ready to start.

Brainstorming EPA

Getting NGOs to come up with creative and original ideas for environmental activities can be a challenge. In our experience in Mongolia, many groups planned very conventional and traditional activities – children's art competitions, children's camp outings, town clean-up campaigns. These are activities that have been popular, and to some extent effective, for years with reference to the political and social systems prevailing then. Many of these activities may not be sustainable without on-going funding and are frequently low impact. Mainly due to inexperience, we found that there was a tendency to stay away from activities that have not been tried before. Here, for reference and purposes of brainstorming ideas, are some suggestions taken from international experience. These range from demonstration activities to information campaigns.

- ⇒ *Letter Writing Campaigns* Concerned citizens or school children write letters to local newspapers or magazines on ecological issues. This could be done through a school writing competition, or letters could be written to local elected representatives, the Minister of the Environment, the Prime Minister or President, etc. A petition could be attached signed by those affected by the problem.
- ⇒ *Street Demonstrations* In many countries NGOs organize street protests with placards and banners to raise awareness on an ecological issue. Usually these activities are in response to a particular plan or policy – the building of a nuclear plant or loss of a green space in a city. These can be particularly effective if the media is involved and if there is strong popular support for the issue.



- ⇒ *Environmental Journalist Clubs* Training for journalists who are interested in environmental issues can stimulate wider media coverage and greater awareness of ecological problems. Study tours, training workshops and journalists participating in NGO activities – observing rare plants and wildlife, witnessing pollution, testing river water quality – can lead to wider public exposure and understanding of the issues. NGOs could sponsor prizes for best newspaper article, documentary, radio programme, etc.
- ⇒ *Annual Green Awards* Rewarding citizens and groups who have contributed towards the greening of the local environment is a great way to encourage more EPA activities. Prizes could be given for best ecological teacher, most responsible industry, best recycling project, etc. Booby prizes could also be given to the biggest environmental offenders of the year.
- ⇒ *Green Dramas* In certain cultures skits or plays can work effectively by involving school children or communities in a local environmental issue. This approach has work well with health issues such as AIDS. A competition could be held for writing the best play and then the production could be taken on tour.
- ⇒ *Children's Hearings* Children are invited to speak about ecological issues about which they are most concerned. Members of parliament and the media listen to their wishes, complaints, suggestions and comments. This event could be part of a children's parliament, or organized through summer children's camps, or a special school event on Earth Day or some other special occasion.
- ⇒ *Wish Trees* A tree made of old pieces of iron is placed in a pot in the centre of Florence, Italy. A stand is set up and children and the general public are given green papers in the shape of leaves. On these leaves they write their complaints, wishes, suggestions, praises regarding ecological issues that concern them. The leaves are attached to the tree and eventually the tree is presented to parliament.

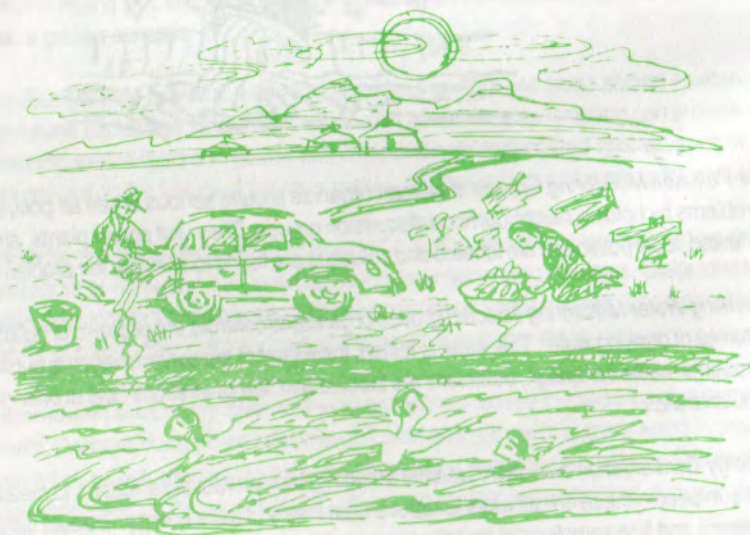
- ⇒ *Scientific Surveys* Professional associations organize scientific surveys on issues such as vehicle emissions in the city. Findings are published and presented at a press conference with suggestions on easing the problem.
- ⇒ *Web Sites* A popular new way to publicize NGO activities, raise awareness of an issue and make valuable contacts is to create a web site on the Internet. Articles, updates on activities, questionnaires and even contests to find possible solutions could be incorporated into the site.
- ⇒ *Tree-Planting Sites* Planting trees to prevent erosion provides very visible long term EPA. "Green Guards," volunteers from the community, protect the trees until they are big enough to survive on their own. Rare species can be showcased. Sites can be used as demonstration plots highlighting local flora.
- ⇒ *Ecological Art/Writing Competitions* Children's art and writing competitions are very popular EPA activities especially at summer camps. Artwork can be displayed in exhibitions and prizes given for the best works which can then be assembled into a calendar or album for distribution.
- ⇒ *Civic Clean-up Campaigns* Community-organized clean up-campaigns can focus on parks, riverbanks or any "unofficial" dump site. Establishing volunteer guards to prevent further dumping and linking the awareness campaign to those causing the problem will ensure greater success.
- ⇒ *Eco-Tourism* Trail-markers, maps and brochures on flora and fauna and on environmental regulations encourage safe and protective use of natural sites. Training can provide protected area rangers and guides with information on endangered species, special features and on the history of the area, making the locales more interesting for visitors.
- ⇒ *Waste Removal and Recycling Campaigns* Collecting reusable waste and finding local markets for its reuse can lead to successful income generating schemes. Glass, metal and paper products and animal bones all have potential recycling markets. Local government can be lobbied to financially support and maintain these operations.
- ⇒ *Alternative Fuels/Energy* Solar and wind generators reduce the need for coal burning plants. Coal and dung mixed briquettes provide alternatives to burning wood in areas where tree cutting is leading to serious deforestation and erosion problems. Demonstration sites sponsored by the private sector can lead to greater understanding and use of these alternatives.

- ⇒ *Anti-Poaching Campaigns* Farmers, herders and hunters can be targeted in areas where endangered species are overhunted or poached for their meat, horns, glands, etc. Providing activities that focus on community prevention tactics, and understanding of the laws, can combine awareness with better law enforcement through training of environmental inspectors.
- ⇒ *Environmental Games for Children/Eco-Camps* Games that introduce children to appreciating nature and learning about flora and fauna can be fun and inventive. Activities can include collecting the best games, awarding prizes and publishing them in a manual for distribution to summer camps and schools.
- ⇒ *Organic Gardens/Composting* Growing vegetables using organic fertilizers and compost provides nutritional foods and a possible source of income. Target groups such as poor urban families with potential nutritional problems can be trained on effective gardening techniques. Projects can include demonstration sites, free seeds and tools with prizes for best vegetables.



- ⇒ *Air Pollution Monitoring* Groups of women organize around serious urban air pollution problems by holding neighbourhood discussion groups. They visit power plants, air quality is tested, local politicians are lobbied and solutions are found to alleviate the problem.
- ⇒ *Drinking Water Monitoring* Affected groups organize to confront the problem of polluted sources of drinking water. The water is tested, the extent of the contamination is publicized through a media campaign, politicians are lobbied and demonstrations held at offending industrial sites.
- ⇒ *Energy Conservation* Insulation, weather stripping, taps on radiators, meters to measure consumption – these are all ways to reduce heat loss and save energy. Product demonstrations and free samples can be linked to a media campaign highlighting the advantages of the products, particularly in saving money.

- ⇒ *Alternative Transportation* A campaign can be organized around reducing automobile use through better use of public transit, more carpooling and riding bicycles. Measuring automobile emissions can allow stricter enforcement of regulations on polluters. Politicians can be lobbied and pushed for the imposition of an environmental fuel tax and other tactics that discourage automobile use.
- ⇒ *Environmental Law Enforcement* Campaigns can focus on specific environmental regulations in particular areas. Target groups should be those who are breaking the laws. Ecological education on endangered species, information on hunting regulations and water and land use can be publicized through signs, media messages and special event days.
- ⇒ *Forest Fire Prevention* Demonstrations on fire prevention techniques can target those groups who may be causing forest or bush fires. The project can include training for firefighters and volunteers, slogans and warnings in affected areas and signs indicating the current situation for open fires.
- ⇒ *Water Conservation* Overuse and wasting water especially in dry areas is often a serious issue. Reducing water use through changing household practises, conserving drinking water during dry seasons, capturing rain water, etc. can be publicized through media messages and activities targeting school children who relay the messages to their parents.



Examples of EPA Projects

TITLE:	TARGET GROUP:	DESCRIPTION/ACTIVITIES:
<i>Save our Birch Trees</i>	Science teachers, high school students	Prepare birch tree inventory, an endemic species; fence trees for protection; collect seeds for grafting, carried out at Government Arboretum; prepare brochures.
<i>Eco-Tourism in XX National Park</i>	Rangers, guides, herders, farmers	Train rangers, guides, install trail-markers, distribute informative materials - posters, maps, brochures, etc.
<i>Conserve the Gazelle in XX Province</i>	Local residents, hunters, herders	Collect data on numbers of gazelle; seminars and meetings with local people; hold event day and distribute information.
<i>Stop Erosion in Town XX</i>	Local residents and authorities	Plant trees to prevent erosion; hold community meetings; organize photo exhibit demonstrating the problem/solutions.
<i>Environmental Training in Two Provinces</i>	500 families in XX province and 500 families in YY province	Families complete questionnaires evaluating their environment knowledge; training follows on local environmental problems; meetings held to evaluate results and exchange views on similar studies to be undertaken in the future.
<i>Mother Nature through Children's Eyes</i>	1000 primary school students and their teachers	Children participate in art competition on relevant environmental issues; artwork rewarded by prizes; selected drawings exhibited; calendar distributed to schools.
<i>Teachers' Ecological Handbook</i>	20 school geography and science teachers; 2000 students	Teachers ecological handbook developed with selected teachers; supporting posters prepared; manual tried out in target schools on pilot basis, then revised and printed for wider distribution and use across the country.
<i>Energy and Water Conservation in XX</i>	2000 women in 2 residential areas	With assistance from experts (Gov., universities, other programmes), campaign organized on saving water.
<i>Scouts Travelling Ecological Roadshow</i>	6 summer camps in three rural areas with Scouts	Exhibits on main issues (biodiversity, urban pollution, etc.) through children's competition; show taken to summer camps; ecological merit badges awarded by Scouts.
<i>Seven Trees for Life</i>	3000 residents of XX neighbourhood	Participants each plant 7 trees in the area (each individual consumes 7 trees during his/her lifetime); brochures and posters distributed; one-minute TV messages; local media covers the tree-planting ceremony.

Projects should include several components:

- ◆ An identification of a serious, localized environmental problem;
- ◆ A target group that will receive the message – either they are causing the problem, or affected by the problem, or both; but in any case they are in the best position to act and induce change;
- ◆ A clear objective – what will the project achieve?
- ◆ Production of public awareness materials – posters, brochures, booklets, T-shirts, caps, etc.;
- ◆ Dissemination of information through training, conferences, media, children's competition, etc.;
- ◆ Appropriate activities organized into a comprehensive EPA campaign over a specific period;
- ◆ An evaluation process – survey the beneficiaries to measure the impact.

Establishing EPA Project Criteria

Essential in the process of implementing successful EPA projects is setting criteria under which project approval and execution can meet specific objectives within budget limitations. The purpose of an EPA programme is usually to support and promote activities by NGOs and CBOs which can contribute to increasing environmental awareness for the conservation of the environment, the sustainable use of local resources and the sound and lasting development of the country. In the process, citizens should be empowered to make knowledgeable environmentally conscious decisions. (See Chapter 1.)

What follows are the criteria based on that used in the Mongolian Environmental Public Awareness Programme. As outlined in Chapter 1, *The Institutional Set-up*, a Grants Committee oversaw the approval of all EPA projects. This body followed criteria established through a participatory process involving the Programme Implementation Unit (PIU) and the government. The Grants Committee then approved these criteria. The PIU was responsible for working with the applicant submitting the proposals and making recommendations on them to the Grants Committee.

Eligibility

Which groups – NGOs, CBOs and government agencies – are eligible to develop EPA projects?

1. *Groups should be dedicated to preserving the environment and concerned with the promotion of sustainable development.* They should associate and co-operate with grass roots groups and communities both at the national and region or local level. They should have demonstrated capacity in the relevant environmental field. And they should have successfully

completed an EPA training programme. You may want to create your own definition of eligible groups, perhaps requiring NGO official registration, a statement of the organization's mandate, list of board of directors, and so on.

2. *Projects should comply with priority environmental issues.* (See: *Identifying Priority Environmental Issues*.) Here are a number of issues with examples:

- ◆ Biodiversity protection – protection of an endangered species such as the snow leopard;
- ◆ Urban pollution and waste management – recycling of bottles, paper and animal bones;
- ◆ Environmental and ecological education – development of a school ecological curriculum;
- ◆ Environmental policy and enforcement – understanding laws that relate to a protected area;
- ◆ Land degradation and land rehabilitation – prevention of overgrazing in desert areas;
- ◆ Human health, population and the environment – growing organic vegetables and composting;
- ◆ Conservation of energy and water – changing domestic patterns of water use;
- ◆ Sustainable lifestyle & consumption patterns – nonpolluting alternatives to automobile use;
- ◆ Rural water supply and quality – protection of springs and rivers from pollution.

3. *Projects should primarily target those affected groups and/or beneficiaries.* For example:

- ◆ School children at a summer camp who need to learn about rare local species;
- ◆ University students whose studies are connected to environmental issues;
- ◆ Urban dwellers suffering from the effects of urban pollution;
- ◆ Families living in or near protected areas;
- ◆ Women concerned about the impact of a problem on the health of their families.

4. *Target groups should be an appropriate size.* If the group is too small – less than 1000 people – the results will be negligible and the money largely wasted. A good size for a pilot project is from 2000 to 4000 participants.

5. *Projects should contribute to human welfare and sustainable development.* Projects that help alleviate poverty through income generating activities such as recycling of waste and that sustain themselves after the funding period will bring greater benefits for a longer period to target groups.

6. *Projects should develop public awareness materials and products.* Booklets, brochures, posters, radio announcements, TV spots, videos, T-shirts, caps, etc. all attractively and professionally designed and effective in conveying messages are essential. Unclear messages and poor quality products will damage the credibility of a campaign even if the objectives of the project are relevant.

7. *Projects should provide some benefit to target groups.* Participants should be rewarded for volunteering their time. And by giving them T-shirts, caps, coloured posters, etc. you will win them over more easily and encourage them to participate positively in the campaign.
8. *Projects should include capacity building and disseminating activities.* For example – conferences, workshops, teacher's training, children's competition, regular TV programmes, etc. Environmental groups need experience in organizing and running events, building credibility with the community and learning how to implement small projects successfully.
9. *Projects should be innovative and replicable.* (See: *Brainstorming EPA*.) Original and creative ideas can lead to more enthusiastic participation, more media coverage, etc. As pilot projects they can be replicable in other areas, if they have proven to be relevant.
10. *Projects should be participatory in nature.* They should involve close co-operation with other NGOs, CBOs and government agencies working in similar areas, local government authorities, the media and other institutions, as appropriate. They should avoid competing against each other for funding and should not disseminate conflicting messages.
11. *Projects should provide for maximum public participation and maximum dissemination of the messages.* Messages should reach 100% of the target group and then disseminate out to the wider community through family members and participant contacts, media coverage and messages and through a wider distribution of products such as booklets and posters that are provided to schools, other organizations and interested parties.
12. *Projects should be placed in the context of existing or evolving environmental and sustainable development plans, programmes and projects of governmental, international and non-governmental organisations.* In particular, projects should try and support efforts of priority environmental policies and programmes. Also, the projects should make use, as much as possible, of networks and channels already established by these programmes. Projects should not duplicate other existing or ongoing projects, but rather supplement or complement existing efforts for increased effectiveness.
13. *The proposal document should show that the requesting organization has a comparative advantage in the implementation of this project and is in the best position to carry out the proposed activities.* The best group for the job.
14. *Organizations submitting proposals with similar objectives and with similar target groups should be encouraged to work together on one project.* This will alleviate potentially destructive competition between groups working in similar areas.

Suggested Criteria for Allocating Grants

Criteria should also define funding parameters. Which activities can be supported? What equipment can be purchased? Who can be paid for their services? How much in-kind contribution should the organization contribute? These criteria are up to the restrictions and objectives of the overall programme. It will also depend on the existing capacities of the organizations to undertake such activities.

1. *Budgets should be realistic and specific and not exceed defined limits.* Costs for various activities should be surveyed and realistic limits set. Programme staff should review budgets, suggest a better mix of activities and find cost savings wherever possible.
2. *Funding can be provided for the production of materials, the dissemination of those materials and the process of strengthening the technical capacities of the organisation.* Proposed expenses must be related to activities outlined in the proposal.
3. *Funding support is not available for the purchase of vehicles, or for the construction of buildings and other infrastructure development activities.* Funding support may be provided, if a critical need is demonstrated in the project proposal, for office equipment such as software, a camera, etc. However, the cost of such items should not reasonably exceed 25% of the total budget of the project.
4. *Funding support will only be made available if the organization can demonstrate that a reasonable contribution – in cash and/or in kind – to the total project budget is coming from its own resources or other sources such as national or international support.* This in-kind or other contribution can be in the form of forgiven rent for facilities, or other use of the organization equipment or facilities.
5. *Grants will be paid in instalments.* The first instalment is made at the commencement of the project. The release of the second and final instalments is made subsequently, according to a timeframe specified in the contract between the organization and the programme. It is contingent upon the completion of the benchmark activities and receipt of satisfactory progress reports.
6. *Organizations will be asked to keep strict and rigorous accounting of all their activities.* Receipts and financial books will be audited on a regular basis. As well, monitoring and final reports will require identifying all actual costs.

Project Proposal Format

Again this is taken from the EPAP experience.

1. *Cover page:* This is the most important page of the proposal. Here the information is summarized. The title of the project, the organization or organizations applying for the grant and the project manager are all identified. Contact information is provided. The environmental issue and the target audience are identified. The funding is requested. The starting date and duration are stated with a short paragraph explaining what the project proposes to do.

2. *Justification:* The importance of the environmental problem specifically in the area identified is clarified along with what government, industry or other organizations are doing to address this problem. How the project will cooperate with these activities and policies is spelled out. What specifically is to be achieved with this project and why it should be undertaken is discussed. Any studies undertaken, field trips, pilot implementations, research and public hearings to be carried out are also stated. As well, all collaborative efforts with other programmes, organizations, government agencies and the media and any other participating organizations or institutions should be clear. How the project will be evaluated and what risks, which may hinder the successful implementation of this project, must also be stated.

3. *Activities* List all proposed activities in the order they should occur. Identify any "product" associated with each activity. Explain the dissemination process for each activity. Identify the particular target group for each activity and where it will take place.

4. *Workplan and Timetable* Itemize the project stages with proposed dates, the activity and the objective of each activity. The activities here should correspond to the activities listed on the Activities Page.

5. *Budget* Identify specific costs for each budget item – printing, media, translation, office supplies, workshops, management, etc. Call at least three sources for the best prices. Compare quality. Don't necessarily choose the cheapest. Ask for a quote from each company so they will honour their price. Specify how much of the total project cost is coming from the your organization and/or from other sources – both cash and in-kind cost-sharing contribution.

6. *Profile of the Organization* Why is your organization in a good position to undertake this project? State the organisational structure. What is the demonstrated capacity in project management? How many years of experience has the organization in the field? Who is the project manager and what is his or her experience?

7. *Annexes* Include any related information such as terms for judging competitions, detailed workplans, specific agreements with other organizations or the media and contributions to be made by government, media or other projects. Refer to this information in the main body of your proposal. Attach as many annexes as necessary.

Tips for NGOs and CBOs Submitting Proposals

Here are a few suggestions that may help project managers to beat the odds and get their proposals approved:

- ⇒ Follow all instructions on the proposal form exactly and be as clear as possible;
- ⇒ Be sure the English translation – most proposal forms are in English – is accurate;
- ⇒ Consult with other organizations – national or local NGOs or government – to ascertain if similar efforts are underway and work with them to make the proposal better;
- ⇒ Lobby the programme's implementation staff, government officers and anyone else working in the area who might support your proposal;
- ⇒ Submit letters of support and cooperation agreements with other organizations, government and the media as annexes to your proposal;
- ⇒ Do not propose to do more than you are capable of doing;
- ⇒ If your proposal is rejected, find out why, revise it and submit it again, if possible.

Getting It Funded!

Environmental organizations must be pro-active in finding donors and development agencies that may be willing to support their proposals. What follows are some ideas on how to find and approach these potential donors.

Small environmental public awareness projects rarely stand alone. Often they are part of larger environment or development programmes. Aid agencies increasingly include EPA components as part of their programmes as well as capacity building and training for local players. As such, these programmes may have provisions, in terms of funding, for capacity building and technical support through EPA projects. Identifying the potential EPA components of these programmes and then fitting appropriate EPA activities into proposals that meet the programme's needs may result in success.

EPAP, as an umbrella EPA programme in Mongolia, allowed many fledgling organizations to develop and implement EPA projects and to learn from the experience. The guidelines and proposal forms used in any programmes such as these are very useful documents for organizations interested in developing and submitting proposals to aid agencies and development programmes. Should programmes similar to EPAP exist, find them and get involved!

There are a range of international NGOs and foundations that will support EPA activities. For example, Soros (Open Society Institutes) Foundation, Asia Foundation, WWF and dozens of other organizations may have offices in your country. Contact them and ask them if they are interested in supporting EPA activities. Some corporations may also support some environmental and/or community-based activities. Again find out what activities they may already be interested in and try to focus your proposals into complementing these. You may want to seek out sites on the Internet as well and send an inquiry by email, asking for information and possibly proposal forms.

See Annex 1: *Environmental Links* for EPA resources.



Monitoring as a Participatory Process

Whether by the project manager, programme support staff, or peer review, monitoring provides an assessment of the implementation of the project and a check on its impact against the objectives. It guides the projects towards achieving greater impact and effectiveness.

Under EPAP, project managers were asked to submit a mid-term progress report. It outlined how closely the project was following the workplan, what budget changes were necessary and what problems had been encountered. This self-monitoring process enabled project managers to adapt the activities and strategies to overlooked realities. The report was also the basis to review the project's progress at the monitoring workshop.

A mid-term monitoring workshop was scheduled. Here, project managers explained their progress to other organizations and agencies implementing EPA projects. The other project managers often supplied practical tips and ideas on how the presenters could improve their projects. The organizations understood each other's problems readily and were genuinely interested to hear how things were going. Many lively debates ensued with quite a lot of

criticism. The process of peer review worked well and was well received by the organizations.

As well, a monitoring panel made up of "experts" in the field provided useful feedback. These experts were people who had worked in EPA in some capacity, or who had experience with monitoring and evaluating environmental projects. They included representatives from government, environmental donor projects, and credible organizations such as WWF. Again lively discussions prevailed, often leading to differences of opinion, especially regarding the government and NGO's role in EPA.

Finally, programme staff (PIU) provided regular feedback to the project managers, in particular by monitoring the efficiency of project implementation against the workplan and assisting in project management, planning and budgeting.

Guidelines for Monitoring EPA Projects

At the workshop, participants and the experts were provided with guidelines for monitoring the progress of each project. These included the following points.

Oral Presentation How clear and well organized was the presentation? Did the project manager provide a good description and explanation of the activities being carried out? Was there a good response to the questions asked?

Products The project manager should display the project's products so far. Was there a good mix of outputs – brochures, booklets, posters, T-shirts, caps, videos and so on? What was the quality of these materials? Any tips on printers, on working with the media? Were the products working?

Dissemination Process What were the number, relevance and quality of public events scheduled – workshops, competitions, clean-up campaigns, newspaper articles, radio/TV shows, interviews, etc.? What about cost effectiveness? Which outputs were most effective and why?

Relevance of the Activities How creative and innovative were the activities? Were the target beneficiaries clearly identified and involved throughout the project stages? Was there a change in the number of activities? Why? Did the activities include both products and a dissemination process? Were the activities documented?

Capacity of the Organization to Implement and Manage the Project How is the organization developing through the implementation of this project? Has the number of members or staff increased? Has an office been set up? Are other activities being carried out? Assess the project manager's skills in reporting and managing projects.

These guidelines were used by the panel of experts to report back to the PIU on the progress of the projects. The PIU incorporated these comments into their on-going support to the project managers and later they were also used by independent evaluation team in their assessment of the projects.

Evaluation

The delivery of the final report is not the end of the process. An external evaluation is an integral part of the cycle and a crucial determiner of the success of the project. Projects may be extended or duplicated based on the results of the external evaluation. Ideally, EPA programme officers could carry this out with inputs from impartial experts who have worked in the field but who have had no direct inputs into the projects. Here is an overview of questions that could be used by evaluation team members.

Project Preparation and Design Has the design of the project been conducive to efficient implementation and monitoring? Who identified and formulated the project? Were communities and target beneficiaries consulted in the process and did they participate in defining the activities? Was the analysis of the problem thorough and focused? Were the objectives clearly defined and realistic? Were there indicators of achievements in the project design?

Relevance What was the nature of the problem? How did the project contribute to achieving the programme's overall priorities? How did the project contribute to the country's general strategy for environmental awareness? Did the project complement the actions of other donors and organizations?

Implementation Look at the activities carried out, the balance between the various activities and products, and, most importantly the mix of products – brochures, videos, magazines, signs – and the dissemination activities – workshops, school competitions, media events. Look at the successful achievements, constraints and shortcomings of the project. Was there a clear and detailed workplan? How was it followed? Have there been any changes to the original workplan? Why? Identify the partners involved in the implementation of the project. How have they benefited from this project? Was the budget realistic? Compare actual expenditures with the budget. Any unforeseen expenditures? How have external factors influenced the implementation of the project – new government laws, a new international project, an election, inflation of prices, etc.? What has hampered the implementation of the project? What has been done to minimize negative external factors? Were staff, officers and volunteers adequate to carry out the activities? Has there been capacity building of the organization in the process of implementing this project?

Results and Impacts Identify the direct impacts of the project on the beneficiaries. Carry out a succinct survey among beneficiaries. Look at press clippings collected by the project and notice any change in their behaviour and lifestyle, etc. Try to identify the indirect impacts of the project on policy change. This may be evidenced at the municipal or local level, or at the school level. Document critical incidences when the project may have resulted in a policy action – adoption of a Green Day within the whole school, a new waste management system in the municipality, etc. Also look at the extent one particular project has influenced central government conservation policy action. If the project document mentions any criteria of success, evaluate the results against these. Have the activities contributed to meeting the project objective or purpose?

Sustainability To what extent can any of the activities be sustained beyond completion of the project? What elements have been integrated into the project that can contribute to sustainability? This can be from both an activity point of view – training of teachers, small trust funds established, policy changes at local government level, etc. – and also from a capacity-building point of view – enhanced capacity of the NGO to develop projects and secure funding. Has the project helped empower local communities in the sense that communities are more proactive in seeking change in their environment, lobbying for new policies and government actions or getting together to voice their concern? Have some of the project activities been duplicated elsewhere, or already been extended beyond the original geographical scope identified in the project document? Has the project stimulated additional conservation interest and action in the region? Can the project serve as an example for addressing problems of a similar nature?

Follow-up Has the project helped strengthen partnerships with other NGOs, central and local government agencies, the media, etc? Appraise the level of "contentment" of the organization. What lessons can be learned from the project? What follow-up action, if any, can be recommended? Should an extension and/or duplication of the project be recommended?

Recommendations and Lessons Learned

The recommendations that follow are taken from the Environmental Public Awareness Small Projects Evaluation Report, an independent assessment of many of the small EPA projects implemented under EPAP.

Overall, EPAP and the grants programme, through training and experiential learning opportunities provided to NGOs, contributed to enhancing the capacity of participating organizations to intervene in environmental public awareness. It also helped strengthen linkages among suppliers, disseminators and users of information. Considering the pre-project situation and that 40% of the organizations had no previous experience implementing environmental public awareness activities, this is the main success of EPAP. The programme helped in strengthening

and enhancing the capacity of the organizations to intervene effectively in environmental public awareness as well as in the empowerment of local communities in seeking changes in their environment.

EPAP succeeded in proving the viability and effectiveness of decentralized small grants funding mechanisms to support NGOs and CBOs in project development and implementation in efforts to protect Mongolia's environment and encourage sustainable development.

Here are the specific suggestions from the report – they are not ranked in priority order but presented here as a cluster of recommendations.

1. The successes of the projects were mainly associated with the suitability of the project proposals, good planning, good methods of intervention based on high involvement of the beneficiaries, effective training by the NGOs and good, creative activities. There was a strong co-relation between the suitability of the proposals and their overall performance including relevance, efficiency and effectiveness.
2. The main methods of intervention were very traditional – distribution of printed materials, workshops, competitions, distribution of promotional items, and dissemination of information by mass media. A high percentage of projects lacked dissemination strategies – the process was more oriented to distributing materials than to disseminating information. Projects need to identify and incorporate more innovative methods of intervention and approaches to disseminate the information. They should widen their perception of the term “media” to include all available potential channels of communication with their target audiences. Organizations should be encouraged to make use of other dissemination approaches especially when the number of beneficiaries is small. The messages should include practical alternatives to bad environmental practices rather than merely stating the problem to target audiences.
3. The overall good management of the projects was notable in 75% of the cases. The majority of the projects (71%) were cost-effective.
4. Projects were efficient in establishing and strengthening linkages among implementing organizations – other NGOs, media, government agencies at national and local level and local authorities. However, efforts should be made for better coordination and more collaboration in order to avoid duplication. Organizations should be encouraged to work together in a complementary manner.
5. Effective community-based approaches and strategies were identified and demonstrated in only 25% of the projects. In 70% of the cases, communities and beneficiaries had little or no input in project preparation and development. They became involved only in the implementation

of the projects and were just receptors of the information in many cases. Efforts should be made to help NGOs understand the importance of grassroots participation right from the conception of the projects and the importance of founding projects on the basis of the target groups' real issues of concern.

6. The sustainability of the projects is a concern. The poor structure in some of the organizations, lack of mechanisms to support their environmental activities and methods of interventions with no involvement and empowerment of the beneficiaries affected the sustainability of the projects. However, 20% of the projects (10 projects) have good to very good potential for extension and or duplication. Efforts should be made to extend or duplicate those projects that fell between good and very good in order to capitalize on capacity, ability, experience gained and levels of awareness raised among beneficiaries and to support the development of some of the initiatives originated as a result of the projects.
7. Especially commendable considering the political and economic changes taking place in the country and its organizations, the projects helped the organizations to develop greater self-reliance.
8. The number of projects should not be the leading force of an EPA Small Grants Program. The suitability of the proposals and their potential contribution in addressing environmental problems based on the country priorities in environmental protection and the concerns and needs of the beneficiaries should prevail.
9. The small projects, especially in rural areas, should be linked to on-going or new sustainable development, sustainable natural resources management and other community-based environmental protection initiatives and should be based on the adoption of environmentally sound technologies.
10. Environmental awareness is vital but it is not an end in itself. Public awareness can not be isolated from economic and political realities at the local level or should not just focus on the environmental issue and the messages to be delivered. It should be structured on the practical realities of the daily life of target audiences.
11. Efforts should be made to help the organizations in the analysis and definition of the problem, especially its causes, as well as the identification and definition of the target groups. More dynamic approaches should be considered in order to ensure the incorporation of target groups and beneficiaries in the different phases of the project, especially when local communities are involved. Target groups should incorporate those people directly responsible for the environmental problem being addressed and those decision-makers at different levels that could contribute to mitigate or eliminate the problem.

12. A process of verification of the project's validity and feasibility should be incorporated prior the acceptance of the project proposal.

13. Each project should conduct baseline surveys prior to the project and surveys after the project in order to measure the levels of knowledge, understanding and awareness of the environmental issues.



In conclusion, the process of developing environmental public awareness requires a clear understanding and analysis of the environmental problems afflicting the country. And these then require solid data and research about the causes of the problem and an understanding and agreement with the stakeholders and target groups directly responsible about how to solve it.

The most successful projects will likely be those that combine clear messages about the problem with innovative ways of conveying those messages to appropriate target groups. Involving and encouraging these people to take action to seek positive changes to protect their environment will only result when the community feels it is really able to do something. Under ideal circumstances, the process can snowball. Once targeted participants in an EPA project see something that's really working, they become part of the process itself. Instead of waiting to be asked to participate, they spread the word and the awareness of the issue grows. And they become part of the converted.

Mongolia may be unique for its largely undamaged environment and for people whose optimism and enthusiasm are almost boundless as the terrain. In the context of these rather exceptional circumstances, the last chapter overviews some the projects implemented under EPAP, as case studies and for the specific lessons learned in each case.



Chapter Three: Case Studies and Lessons Learned in Mongolia

From May 1997 to August 1998, EPAP sponsored 91 small pilot projects all over Mongolia. In May and June of 1998, 48 of these completed projects were evaluated by an independent review team. Most of the comments, insights and lessons learned that follow came from this report.

Here are 10 case studies with related lessons learned from their experiences. While most of these projects were success stories, not all of them were. It is important to note that many other EPAP small projects not included here were implemented with varying degrees of success. See the complete project list in Annex 4. The case studies here represent the most interesting examples of project implementation from which some lessons can be learned.

1. Gazelle: Hunters Association of Dornod / Dornod Branch of the Mongolian National Association for the Conservation of Nature and Environment

Issue: Biodiversity conservation – protection of the Mongolian gazelle

Extent of the problem: Hunting regulations are poorly understood and enforced in Mongolia and fines imposed at random. The problem is vast – the expansive land and seemingly endless supply of wild species and the traditional lifestyle of the herders all make enforcement of the hunting regulations difficult. Adding to the problem, rangers and environmental inspectors are poorly trained, poorly paid and few in number. The Mongolian gazelle, while not endangered, is subject to unrestricted hunting, which is leading to a great decline in its numbers.

Objective: To prevent the illegal hunting of the gazelle, a species frequently hunted out of season

Target Group: 1500 herder and rural residents

Location: Matad county in Dornod province of eastern Mongolia

Cost: \$2367 (90% EPAP funded)

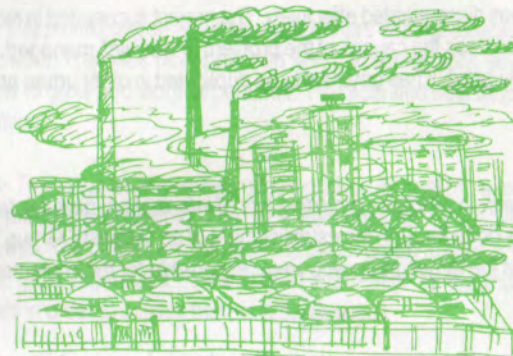
NGO profile: Mongolian Hunters Association of Dornod was established in 1958 and has a membership of 1800. The organization works to protect threatened animal species and its activities includes breeding and reintroduction of threatened species and training on hunting laws and proper use of firearms.

Summary: The target group of this project received training and awareness materials on the duration of the hunting season and permissible numbers allowed to be hunted each year. An event day was held, covered by the local media, information given out and warning signs erected in the target area.

Evaluation: The project successfully changed the attitudes of 70% of the target group. The number of illegal hunting cases declined in the area.

Lesson Learned:

1. The successful protection of a threatened species is associated with the benefit that a local community can obtain by protecting that species. Outside threats, in this case a petroleum plant operating in the area, can stimulate a community response to the problem. Beneficiaries become empowered if they perceive themselves to be guardians of the threatened species. Community-based wildlife management can provide an approach that will ensure sustainability of protection measures.



2. Health – Air Pollution – Women: Women and Development Movement

Issue: Urban air pollution

Extent of the problem: In Ulaanbaatar, the combination of 35,000 vehicles, 63,000 gers (traditional Mongol tents) that use coal-burning stoves, over 150 small electric boilers, 3 large coal-fired power stations and blowing dust from dirt roads and vacant areas produces over 84 tonnes of pollutants a year. The city's population inhales about 89.8 kg of poisonous chemicals every day.

Objective: To give understanding and knowledge of air pollution and its consequences on health to housewives and children

Target Group: 2000 housewives and children

Location: Two poor "ger" districts of Ulaanbaatar

Cost: \$4514 (90% EPAP funded)

NGO profile: Women and Development Movement was founded in 1994 with a mandate to protect women's rights, strengthen the role of women in society and increase the knowledge and education of women. With 5000 members and three employees, the association is developing into an effective movement lobbying local government to improve living conditions for poor women.

Summary: This project began by surveying the target group to determine the level of public awareness of the problem. Workshops and training followed. Public discussions were organized, presentations given at different events and training manuals, brochures and T-shirts produced and distributed. A series of TV and radio lessons and an educational TV programme with entertainment and TV warning messages were broadcast.

Evaluation: The project accomplished its goals. Good quality awareness materials were produced and information was disseminated effectively. The project succeeded in incorporating policy initiatives in order to address the causes of the problem. It was well managed, cost-effective and its sustainability good. It has potential to be duplicated in other urban areas with an air pollution problem.

Lessons Learned:

1. *An intervention approach to problem, providing lots of information, gets the target group to take action.* This was done through the establishment of an "Activists' Group" consisting of 20 representatives of the target group who were responsible for the implementation of the project.
2. *Sharing responsibility improves implementation.* The roles and responsibilities for different phases of the project, shared by different members, can ensure good implementation.
3. *A good mixture of dissemination techniques reaches the target group and beneficiaries.* For example, a survey was conducted personally by target group members providing not only direct contact with the beneficiaries allowing opportunities for them to air their views on the problem, but also to promote the project and its activities and deliver warning messages and announcements. This "house-to-house" approach was very effective in reaching the beneficiaries and motivating them to take part in the project.

3. Soil Fertility Management in Small Scale Farming: Mongolian Soil Fertility Association

Issue: Land rehabilitation and health

Extent of the problem: Mongolians traditionally have had little experience of soil cultivation and vegetables are not generally part of the herders' diet. Most vegetables are imported from China and Russia. Growing their own vegetables provides inexpensive sources of nutritional food, encourages a higher level of self-sufficiency and better food security. Further, land subject to degradation, can be successfully brought under cultivation using organic fertilizers that do not damage the land.

Objective: To help low income families in Ulaanbaatar to plant, grow, store and process vegetables successfully using organic fertilizers.

Target Group: 60 mainly unemployed and single female-headed poor households

Location: Songinokhairkhan, a poor "ger" district of Ulaanbaatar

Cost: \$8019 (42% EPAP funded)

NGO profile: The Mongolian Soil Fertility Association, founded in 1994, supports activities that improve soil fertility. They organize training workshops on soil cultivation, correct use of organic fertilizers and exchange information with others working in this area.

Summary: The project began with training seminars and the establishment of a demonstration vegetable garden. Families were provided with gardening plots, seeds, seedlings and a booklet outlining how to grow and store vegetables. TV, radio and newspapers were used to disseminate information.

Evaluation: This project successfully accomplished its goal of training poor families on how to cultivate vegetables successfully. The good yield obtained by the beneficiaries is an indicator of project success. The project encouraged the target group to take action. These families are continuing to grow vegetables. There was no information on the impact on living conditions or income levels in order to assess benefit in these areas.

Lessons Learned:

1. *Select a well identified target group that addresses an issue relevant to them.* The target participants in this project all indicated both a need for improved nutrition and a desire to undertake the growing of vegetables. The target group was motivated to act as the problem affected them directly. Specific benefits for the target group such as income, inexpensive food and satisfaction in growing healthy food should be clear at the start of the project.
2. *A baseline survey provides information about the extent of the problem and the specific actions necessary to resolve it.* This was not undertaken here and weakened both the training component and the means to evaluate the impact of the project. Understanding the extent of the problem for the target group at the beginning should bring a higher success rate in implementation.
3. *Linkages with other related projects increases the benefits for all projects.* Other EPAP projects being implemented in this area and other agricultural and land management projects in Mongolia would undoubtedly have benefited from closer ties and exchanges of information. Wider support from more sources should improve overall sustainability of such projects. Cooperation between similar projects often requires specific initiatives at the early stages of the project and may head off competition which may be detrimental rather than beneficial.



4. Blue Bag Campaign: Chingeltei Women's Council of the Mongolian Women's Federation

Issue: Urban waste disposal, recycling and management

Extent of the problem: In Ulaanbaatar, all 6 companies engaged in transportation of urban waste are increasing unable to do the job (in mid-1998, 53% of the trucks were out of order). The waste that does arrive at the city's three dumps is routinely sorted by poor people who collect bones, glass, cans, iron and wood which they sell to earn a living. Industrial waste is transported to the same sites creating health risks. In addition, waste from toilets, sewage pipes and livestock are the main sources of soil pollution in Ulaanbaatar and a survey indicated this is leading to the spread of serious infectious diseases, especially in the spring.

Objective: To raise public awareness and increase community participation in solid waste management through recycling, and in the long term, to reduce land pollution.

Target Group: 100 low income women

Location: Chingeltei, a poor "ger" district of Ulaanbaatar

Cost: \$4419 (90% EPAP funded)

NGO profile: Chingeltei Women's Council of the Mongolian Women's Federation, established in 1924, aims at developing principles of democracy, honesty, equality and respect for Mongolians laws and to express and defend women's rights regardless of their nationality, political or social status or religion.

Summary: This project conducted training on waste management at the community level. Green and blue bags for different types of recyclable waste were hung on fences in the target area. These were collected, taken to a depot and sold for recycling. The target group of women competed to recycle the most waste. A special rally at the end of the project provided a means to disseminate information on the project throughout the neighbourhood and the city.

Evaluation: The objectives were well achieved. The beneficiaries were effectively reached, awareness of waste management raised and the level of community participation in waste management increased.

Lessons Learned:

1. An income-generating component makes the project more relevant to the specific needs of the target group. In the case of a project like this, direct benefit in terms of income generation can be a powerful incentive to undertake activities designed to alleviate the environmental problem. This project also demonstrates a need to clarify a market situation – are there sufficient supplies of recyclable waste? Is there a demand for such by-products? Are businesses in place to facilitate the process? An initial market survey of these factors should be undertaken to determine the situation in an area before such a project is implemented.
2. A link to the affected private sector can ensure sustainability of certain EPA projects. In this case, it is in the interest in the recipient company to ensure that the women keep recycling these by-products and providing a supply for them. Therefore, they could be approached to help support the on-going activities by paying for costs of recycling receptacles, training and media coverage.



5. How to Plant a Tree: Mongolian Foresters' Association

Issue: Deforestation

Extent of the problem: Forests cover 17 million hectares of Mongolia, about 10% of its land area, mostly in the northern regions of the country. These forests are threatened by logging operations and the collection of firewood. The increase in the price of coal has triggered an extensive cutting of trees near urban areas and in forested regions accessible to towns and

cities. In the Gobi, slow-growing saxaul groves are disappearing. Forest fires, often caused by human carelessness, are damaging watersheds and leading to serious erosion.

Objective: To raise awareness of deforestation, promote reforestation and provide training on treeplanting among adults and young people.

Target Group: 100 adults and secondary school children in Ulaanbaatar – a further 5000 people benefited through watching the training video

Location: Ulaanbaatar

Cost: \$2845 (86% EPAP funded)

NGO profile: Mongolian Foresters' Association was founded in 1992. Its mandate is to encourage protection, economical use and rehabilitation of forests for resource use and for hunting.

Summary: This project produced a 26-minute training video on treeplanting which was shown to students in several secondary schools in Ulaanbaatar. Following the training, these children planted trees and maintained them.

Evaluation: The project accomplished its objectives. Beneficiaries increased their knowledge and skill in treeplanting. The video produced was of good quality and was entertaining enough to encourage participation in the project.

Lessons Learned:

1. *Focus on a specific issue and provide practical and enjoyable "how to" information on it.* This project succeeded because of its simplicity – the problem and the solution were both abundantly clear. The means to achieve the goal – the planting of trees – was demonstrated in an effective and fun way, stimulating the target group to enjoy the activity.
2. *National campaigns can be built around practical "how to" demonstrations.* For example, Government Environment Ministries could sponsor annual tree-planting campaigns using national TV to disseminate the information as a means to enforce and support their forestry policies. Mining, timber and other companies could be asked to support the campaign. Following the training, a "one tree per citizen" campaign could encourage participants to both plant and maintain one tree each, stimulating greater sustainability of the activity.

6. Gobi Bear Among Nature and Children: Sono Cooperative

Issue: Ecological education for children

Extent of the problem: Poor teaching materials, inadequate training of teachers and the lack of a clear national ecological curricula have resulted in inconsistent and low standards for ecological education in Mongolia. While a romanticized view of nature is popularly held and reinforced by

movies and television programmes, children have little understanding of the serious issues threatening the natural environment today.

Objective: To raise ecological awareness and disseminate information on wild animals to children in several summer camps and secondary schools.

Target Group: 5000 children at 4 summer camps and 5 secondary schools

Location: Ulaanbaatar area

Cost: \$5737 (87% EPAP funded)

NGO profile: Sono Cooperative was established in 1991 with a mandate to improve the skill of children's writers and to produce illustrated children's publications. They have produced children's magazines, textbooks and booklets and organized educational events for rural school children.

Summary: Two issues of a children's magazine were published and distributed to children's camps over the summer. A special event day was held including a drawing contest and an exhibit of the best work – the winners were awarded prizes. Posters and calendars were produced from the best artwork and distributed with T-shirts and caps. TV and radio programmes broadcast awareness messages related to the project.

Evaluation: All activities were successfully implemented and the target group increased their awareness of ecology, especially wildlife. The two issues of "Gobi Bear" magazine were of high quality and provided lots of information about environmental issues in a good format for children. School children, their parents and teachers all benefited from the project.

Lessons Learned:

1. *Publishing an ecological journal on a continuous basis provides a practical and effective ecological teaching resource.* Sustaining the publication Gobi Bear is possible through links to the private sector and to other ecological education organizations.
2. *Linking the ecological publication to TV and radio can complement and strengthen the educational component.* The Gobi Bear theme could be picked up and used in cartoons and in special messages about the environment for kids. For example – "Gobi Bear says, when you collect berries, don't break off the branches of the bushes or next year you won't find any berries!"

7. Environmental Journalists Club: Press Institute of Mongolia

Issue: Environmental education for journalists

Extent of the problem: The media in Mongolia is going through a painful transition along with the economy. Private newspapers are proliferating, but few cover the environment seriously. The

state no longer has much money to support TV and radio productions. Broadcasters want money for production and money to air the programme as well. The commitment to environmental programming under such situations is minimal and, despite a strong interest in the environment generally in Mongolia, since the move to a market economy there has been, with a few notable exceptions, little in the way of good productions on important environmental issues.

Objective: To improve the quality and quantity of media productions on ecology, nature and the environment and to encourage and support journalists covering environmental issues.

Target Group: 15 journalists working in different media with a strong interest in the environment

Location: Ulaanbaatar

Cost: \$3297 (73% EPAP funded)

NGO profile: The Press Institute of Mongolia was established in 1995 through an agreement between the Mongolian and Danish governments. The objectives of the organization are to upgrade and maintain the professional skills of Mongolian journalists in order to support a free and pluralistic media in Mongolia.

Summary: This project embarked on the re-establishment of the club. Workshops and meetings were conducted, study tours and fact-finding missions arranged. An ecological database was established. A contest for best environmental reporting and an exhibit were held, articles written and published and TV programmes produced and broadcast.

Evaluation: This project successfully re-established the club and made a good contribution to training 15 journalists on environmental issues. However, it did not obtain a good involvement with its potential beneficiaries. It was not open to all journalists which hindered its potential impact.

Lessons Learned:

1. *Linkages with international organizations provide access to environmental information, training and useful contacts.* The Environmental Journalists Club could benefit from contacts with such organizations as the International Federation of Environmental Journalists for work attachments, training, access to articles for publication and other resources.
2. *Environmental organizations should be open to all interested members.* Exclusive clubs limiting their membership will not provide the widest support or encourage the production of the best overall media coverage of environmental issues. The Environmental Journalists Club would benefit from encouraging all interested journalists covering the environment to join. Charging a small membership fee might ensure that those that join are really committed.

8. Ecological Training Centre: Ministry of Education

Issue: Ecological education for students, teachers and professionals

Extent of the problem: Mongolia has an insufficient number of teachers trained in ecological education, and a shortage of books and teaching materials on the subject. During the transition period, pressures on the environment have deepened, especially in Ulaanbaatar where a third of the country's population now live. The education system has been unable to keep up with the new threats to endangered species, the rapid increase in air and land pollution, the encroaching desertification and the decline in water resources. Understanding these issues is essential if the next generation of Mongolians is to be able to manage their economy in a way that balances development with the environment.

Objective: To improve ecological education in the country through formal and nonformal teaching methods that focus on replenishing natural resources.

Target Group: 750 students, teachers and professionals

Location: Ulaanbaatar

Cost: \$29,232 (37% EPAP funded)

Organization profile: The Ministry of Education established the Ecological Training Centre in the premises of the former Nature Resource Centre. Its mandate is to provide primary and secondary school teachers with ecological training and teaching materials and to conduct formal and non-formal ecological education.

Summary: This project provided new equipment to the Centre (computer, printer, VCR) and repaired the facilities in preparation for training. Teachers were selected on a competitive basis and 100 students were tested and enrolled in training courses. Training materials such as video films, textbooks, manuals and a photo album all concerned with ecology and environmental problems were produced. Ecological workshops were conducted and vegetable gardens maintained by the students who sold the produce.

Evaluation: Activities were all successfully implemented contributing to a strong level of achievement of the project's objective. The target group was reached effectively, increasing their knowledge and awareness of ecology. The Ecological Training Centre was established and it is continuing to conduct formal and informal ecological education.

Lesson Learned:

1. *Establishment of an Ecological Training Centre provides a basis for national ecological curricula.* The Centre was successful in its training because its teaching methodology was continually improved through learning from practice. Provincial secondary schools throughout the country are also benefiting from the Centre as they are being equipped with training materials and with teachers now skilled in how to use them.

9. Ecological TV Olympiad: Biological Olympiad Committee of Mongolian State University

Issue: Ecological education for young people

Extent of the problem: The Mongolian Government's educational policies involve the development of broad-based ecological education in both schools and among the general public. Industrialization and the recent decline in living standards are contributing to the destruction of eco-systems, damaging public health, causing the extinction of plant and animal species and weakening the relationship between nature and society. Ecological education must focus on these issues and popular misconceptions concerning the impact of these problems.

Objective: To increase general knowledge and ecological understanding of children and youth, and through them reach the general public.

Target Group: 31,238 secondary school students

Location: Ulaanbaatar city, Orkhon, Selenge, Darkhon and Tov provinces

Cost: \$4176 (88% EPAP funded)

Organization profile: Biological Olympiad Committee of Mongolian State University was established in 1991. Its members include ecologists, environmental conservationists and biologists. The Committee sponsors annual ecological TV Olympiads for high school students so they will see clearly the failing conditions of some Mongolian eco-systems and understand the seriousness of environmental problems.

Summary: This project provided ecological education through a popular game format. Each team of students selected a Mongolian eco-system and defined its characteristics through photos, paintings, video and models. They competed through discussions, questions and analysis of their knowledge. The best teams took part in a final competition, the "Eco-TV Olympiad," broadcast countrywide as ecological education for children and the general public. As well, a free art competition was held and the most creative work exhibited.

Evaluation: The game format proved an effective means to increase ecological knowledge to children, youth and the general public. The project provided abundant information on ecology, and the dynamic approach through direct involvement of students and teachers were key factors in the project's success. TV was used very effectively to disseminate ecological information in an entertaining way.

Lessons Learned:

1. *Ecological education can be fun.* The game show format works well and can be a model for other organizations that wish to reach a broad target group with information that otherwise might be dull.

2. *Promotional ecological events can be linked to the private sector for sponsorship to ensure sustainability.* In order to enhance the sustainability of such projects, the private sector could be asked to sponsor these events. Potential for their support is high considering the visibility and popularity of such events.

10. The People's Eye: Hentii Liberal Women's Brain Pool / Hentii Women Lawyers' Association

Issue: Understanding of environmental laws on water, wildlife and land use

Extent of the problem: Comprehensive new environmental laws came into effect in 1994 and 1995. While the new laws cover a complete environmental framework including laws on land, protected areas, underground and mineral resources, and natural disasters, there are problems related to public understanding of these laws and in law enforcement.

Objective: To increase awareness of relevant environmental laws among rural residents

Target Group: 2500 school children, women and herders

Location: Omnodelger county, Hentii province

Cost: \$3191 (88% EPAP funded)

NGO profile: Hentii Liberal Women's Brain Pool, established in 1995, has 500 members and aims to develop women's knowledge and strengthen their capability. They train women on how to live in a market economy and how to maintain the health of their families. Hentii Women Lawyers' Association was established in 1997 and is committed to developing women's knowledge of legal matters.

Summary: This project disseminated information and messages on environmental laws. Awareness activities included proclamations about the laws relevant to women, a special event day that included competitions for school children, a workshop to explain the laws and an ecological art exhibit. Local rangers and herders on "horse patrol" monitored the impact of human activities on nature and assessed the effectiveness of the training on the laws. An "environmental law corner" was established in the community centre providing information on the laws and entertainment was provided. Posters, flyers and articles in the local paper disseminated information on the laws and the project.

Evaluation: The objectives of the project were achieved. The target group was effectively reached and they increased their awareness of the laws, especially those related to water, land and wildlife. The horseback patrol revealed five violations of the environmental laws. This activity provided direct contact with the target group and disseminated the information effectively among them.

Lessons Learned:

1. *Direct contact with the target group confirms the significance of an environmental problem.* The project's horseback patrol provided an effective means to bring the reality of the environmental laws right to the people. The violations served to reveal the seriousness of the problems and the necessity of the laws.
2. *Empower the target group to take proactive measures to protect the environment.* Under this project, the community became proactive in seeking changes in their environment. Children's environmental protection groups were established and are still functioning. Local seniors set up an environmental association. The community started a movement to protect a mineral water source.



Annex One: Environmental Links

The following is a partial list of useful references — publications, organizations and networks with their websites and email addresses for contacts and information on environmental issues, public awareness, environmental media and training.

PUBLICATIONS

- ⇒ *Doors to Democracy: Current Trends and Practices in Public Participation and Environmental Decisionmaking in Central and Eastern Europe*, The Regional Environmental Center for Central and Eastern Europe, Budapest 1998
- ⇒ *Environmental Funding in Europe: A Directory of Foundation and Corporate Support for Environmental Programmes in Europe*, European Foundation Centre, an Orpheus Programme Publication, Brussels, Belgium, 1998
- ⇒ *Integrated Conservation and Development*, A Trainer's Manual, WWF-UK, 1997
- ⇒ *Manual on Public Participation in Environmental Decisionmaking: Current Practice and Future Possibilities in Central and Eastern Europe*, The Regional Environmental Center for Central and Eastern Europe, Budapest 1994
- ⇒ *Our People, Our Resources: Supporting Rural Communities in Participatory Action Research on Population Dynamics and the Local Environment*, IUCN Publication Services, 1997
- ⇒ *People in Charge: the Emerging Face of Conservation*, World Conservation, volume 27, No. 2, 1996, IUCN Social Policy Group
- ⇒ *Reviving Links: NGO Experiences in Environmental Education and People's Participation in Environmental Policies*, by Mieke van Hemert, Wiert Wiertsem and Michiel van Yperen, Dutch Ministry of Housing, Spatial Planning and Environment (VROM) and the World Conservation Union (IUCN). Both ENDS/SME MilieuAdviseurs/IUCN, June 1995. Orders and all other correspondence concerning this publication should be sent to: Both ENDS, Damrak 28-30, 1012 LJ Amsterdam, Netherlands. Email: bothends@gn.apc.org
- ⇒ *Russian Conservation News*, an American magazine devoted to the environment; PO Box 71, 117321 Moscow, Russia; Managing Editor: Nicolai Maleshin; Email: rcn@glasnet.ru
- ⇒ *Spotlight on Solutions*, A People's Agenda, WWF-International, 1997

ORGANIZATIONS, NETWORKS AND PARTNERS

- ⇒ **Biodiversity Conservation Centre**
Vavilova st., 41, apt. 2, Moscow 117312, Russia
Email: biodivers@glasnet.ru
- ⇒ **Both Ends Meet: Environment and Development Services**
Both ENDS, Damrak 28-30, 1012 LJ Amsterdam, The Netherlands.
Email: bothends@gn.apc.org
- ⇒ **Coalition Clean Baltic**
Address: 10 Kalpaka Blvd., Riga LV-1050, Latvia
Email: ccb@vaknet.riga.lv
- ⇒ **Discovery Initiatives**
No. 3, 68 Princes Street, London W2 4NY, UK
Email: enquiry@discovery_initiatives.com
- ⇒ **Eco-Accord: Centre for Environment and Sustainable Development**
Address: Prospekt Mira 36, 129010, Moscow, Russia
Website: www.ecoaccord.cis.lead.org/
- ⇒ **Environmental Public Awareness Programme – UNDP Mongolia**
Address: UNDP Mongolia, PO Box 49/207, Ulaanbaatar, Mongolia
Email: aware@maginnet.mn
Website: www.un-mongolia.mn/projects/epap/index.html
- ⇒ **European Eco-Forum**
Address: Metelkova 6, PO Box 4440, 1000 Ljubljana, Slovenia
Email: albin@ka.net
- ⇒ **Friends of the Earth**
Address: Freepost, 56/58 Alma Street, Luton, Beds LU1 2YZ, UK
Website: www.foe.co.uk
- ⇒ **Globe International: Global Legislators for a Balanced Environment**
Address: 50, rue du Taciturne, B-1000 Brussels, Belgium
Email: globeinter@innet.be

- ⇒ **Greenpeace International**
Address: Kiezersgracht 176, 1016 DW Amsterdam, The Netherlands
Tel: (31-20) 523-6222; fax: (31-20) 523-6200
Website: www.greenpeace.org
- ⇒ **International Federation of Environmental Journalists**
Website: www.ifej.org
- ⇒ **International Institute for Sustainable Development**
Address: 161 Portage Avenue East, Winnipeg, Manitoba R3B 0Y4 Canada
Tel: (204) 958-7700; fax: (204) 958-7710
Website: www.iisd.ca
- ⇒ **IUCN: International Union for the Conservation of Nature**
Address: Rue Mauverney 28, CH-1196 Gland, Switzerland
Website: www.iucn.org
- ⇒ **NGO Black Sea Forum**
Address: TER Str. Academiei Nr. 27, et. 2, apt. 5, 70108, Bucharest, Romania
Email: oparanici@pcnet.pcnet.ro
- ⇒ **Regional Environmental Centre (REC) for Central and Eastern Europe:**
Address: Ady Endre ut 9-11, 2000 Szentendre, Hungary
Website: www.rec.org
- ⇒ **Socio-Ecological Union**
Address: PO Box 211, Moscow 121019, Russia
Email: press@cci.glasnet.ru
- ⇒ **Soros Foundations Network**
Website: www.soros.org
- ⇒ **World Resource Institute**
Address: 1709 New York Ave. NW, Suite 700, Washington DC 20006
Fax: (202) 638-0036
- ⇒ **WWF: World Wide Fund for Nature**
Address: Avenue de Mont Blanc, 1196 Gland, Switzerland
Tel: (41-22) 364-9391; fax: (41-22) 364-6624
Website: www.panda.org



Annex Two: *The Mongolian EPA Programme*

The Mongolian Environmental Public Awareness Programme (EPAP) grew out of the idea that environmental groups should be given opportunities to undertake public awareness activities focusing on serious environmental issues. This would encourage grass roots action, allow these groups to build their capacities as nongovernment organizations (NGOs) and help protect Mongolia's increasingly threatened environment.

Environmental public participation has a simple enough premise – awareness, understanding and action can protect the environment before agricultural practices, industrial and urban development – or just human ignorance – can do it serious damage. The old adage, “an ounce of prevention is worth a pound of cure” is apropos here – stopping potentially harmful human behaviour and practices before the damage is done can save money and time, as well as the environment. And simple remedial action can go a long way if initiated by those citizens who are sometimes at the root of the problem.

EPAP's goal was to identify and demonstrate effective community-based strategies that could, through dissemination of effective messages, reduce threats to Mongolia's environment. The capacities of local environmental groups and local technical resources to address environmental problems were all very weak in Mongolia. The government had instated a new democratic constitution allowing for public participation in decision-making and had passed progressive environmental laws. But the constitution was untested and the laws poorly enforced. What was needed was a means to take public participation and an understanding of environmental issues to community organizations and let them develop public awareness activities that got the information out.

The response to the request for participants was overwhelming. Environmental groups emerged from every sector of Mongolian society. EPAP expanded its mandate and obtained additional funding to accommodate the strong interest and enthusiasm of these groups to participate. Government agencies and fledgling NGOs implemented dozens of projects. School children won prizes in ecological art and essay competitions and at televised “Eco-Olympiads.” Poor women in Ulaanbaatar recycled waste and earned money for their families. Videos on the causes of urban air pollution and on how to plant trees were produced and shown at schools and workshops. Environmental laws were summarized into booklets and given out to herders who were over-hunting gazelle, saiga and other threatened species. Mining companies were encouraged to clean up land degraded by their operations.

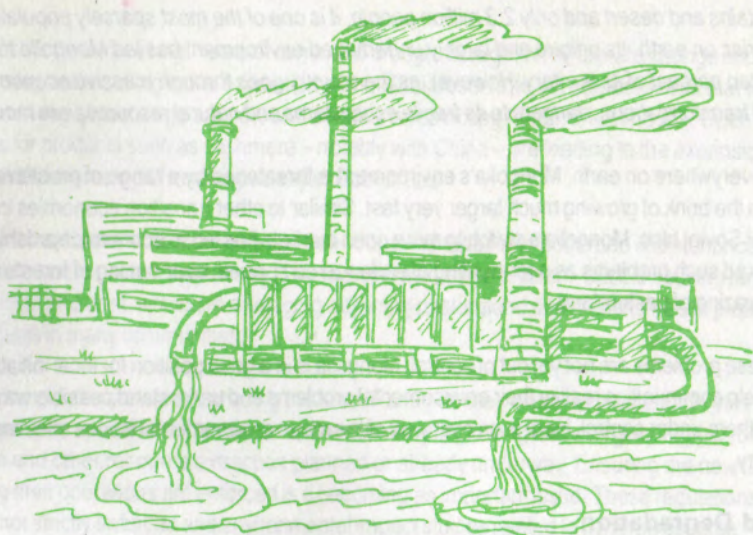
At the end of two years, almost 100 projects had been implemented – the original project document had proposed 15. Workshops to train environmental groups had been held all over Mongolia, and at least one small project had been implemented in every province. Posters,

calendars, brochures, T-shirts and caps had gone out to target groups and the local media was filled with stories and messages about local environmental problems. Clearly EPAP was working.

But quantity does not always mean quality. Were all these projects, all this information and these messages doing any good? Were people understanding and taking action to stop the problems? EPAP decided to undertake an independent evaluation to test the impact of these projects on the implementing organizations and on the target groups. The results were interesting. While many failed in their objective to get their target groups to respond to an environmental problem, 25% of the projects evaluated were rated good to very good. Yes, overall, the Programme was working.

The Mongolian Environmental Public Awareness Programme is continuing for two more years (1999-2001). The Programme, under Phase 2, will continue to build public awareness of environmental problems and to stimulate the public to take action to solve these problems. But its focus will be on the environmental groups that demonstrated they know how to implement small awareness projects and to build them into specialized and effective environmental organizations. The momentum is there, and it must continue. And it must become sustainable if there is to be truly effective environmental protection in Mongolia.





Annex Three:

Environmental Issues in Mongolia

Mongolia is a vast and desolate land. With 1.564 million square kilometres of steppe, taiga, mountains and desert and only 2.3 million people, it is one of the most sparsely populated countries on earth. Its unique and largely undamaged environment has led Mongolia to protect up to ten percent of its territory. However, as the country goes through massive economic and social transformations, dangers to its fragile ecosystems and natural resources are mounting.

Like everywhere on earth, Mongolia's environment is threatened by a range of problems that are on the brink of growing much larger very fast. Similar to other transition economies in the former Soviet bloc, Mongolia's switch to more open markets has led to economic hardships and triggered such problems as over-hunting of endangered species, over-cutting of forests and overgrazing of pastureland.

As these problems are not yet out of control, Mongolia is in a good position for local initiatives that can help communities realize their environmental problems and understand possible ways to keep them under control. Here is an overview of the major environmental issues affecting the country.

Land Degradation

Cultivation and overgrazing of land, forest fires, logging and climate change are all affecting Mongolia's land. The economic transition is speeding up some of these processes, threatening herders' traditional way of life and the country's rich biodiversity.

The steppe is being overgrazed. Approximately 25 million livestock graze on 117 million hectares of pastureland – about 75% of the country. Economic difficulties are putting pressure on herders whose traditional distribution systems are breaking down. This is resulting in overgrazing of prime pastureland especially near settlements. More and more herders are adopting a semi-permanent existence living on land adjacent to regional centres where they can better access markets.

Over-cutting is depleting the forests, which cover 17 million hectares – about 10% of Mongolia – mostly in the northern regions of the country. Saxaul groves in desert areas cover another 4.5 million hectares. Both are threatened by firewood gathering as the availability and cost of fuel become bigger problems. As well, spring forest fires, usually started by human activity, are damaging forests and their watersheds and leading to serious erosion.

Water resources are also declining. Continued drought, annual forest fires and human activities such as overgrazing especially in desert areas have caused a drop in ground water levels in recent years. Many springs and wells have dried up altogether and poor management of these

resources is damaging water supplies and creating health problems as residents drink unsafe water.

Desertification is increasing. Years of continued drought brought on by climate change and overgrazing are resulting in the expansion of the Gobi Desert into the steppe. Areas that were grassland twenty years ago are now arid and this is restricting herders' livelihoods. Open markets for products such as cashmere – notably with China – are leading to the expansion of herds and overgrazing of land especially in Gobi areas.

Multi-track roads are scarring the landscape. Unpaved roads and poor road maintenance have led to multi-tracks all over the country. This is an infrastructure problem, but it is causing land degradation and dust, which are damaging adjoining pastureland and creating health problems for residents in many communities.

Mining companies are also degrading the land. Rarely do they clean up the damage they have done from their operations. This sector of the economy is growing fast with gold, copper, oil, uranium and other resource extraction planned or already underway. Ensuring the new laws affecting their operations are enforced is becoming an important issue. These regulations are usually not strictly enforced and environmental impact studies related to mineral resource extraction are not usually undertaken seriously.

Biodiversity Conservation

Mongolia's ecosystems contain a wide variety of flora and fauna. However, as the country undergoes rapid economic and social change, threats to these species are mounting.

Poaching is rampant. Varieties of species – many endangered – are poached for their medicinal qualities and sold illegally usually over the borders. Musk deer are killed for their valuable scent glands, brown bears for their gall bladders, argali sheep, ibex and elk for their impressive antlers, snow leopards for their pelts and bones, saiga antelope and gazelle for their horns and marmots for their skins. Despite environmental laws that forbid or restrict these activities, enforcement is difficult due to understaffing of environmental inspectors and inadequate training. Herders are the main culprits and their traditional lifestyle adds to the problem – they are used to a free way of life and have little knowledge of regulations. Reaching these groups and educating them is a major undertaking.

Due to human activity and climate change, habitats of some rare species are under threat. Continued drought and human activities are causing some lakes and springs to dry up, affecting food supplies for some species. Infrastructure development and over-hunting are adding to the

problem. For example, the depletion of marsh grasses in areas around the great lakes depression in the west of the country is leading to a decline in bird species and wild boars. Popular wild sea-buckthorn berries – collected for their healing qualities as well as their tart taste – are routinely damaged, as stems are frequently broken off, resulting in a decline in production. Other medicinal plants are also at risk as they are frequently over-collected. The market system is creating a strong demand for many of these products, with little sense of responsibility for their future supply.

Urban Pollution

Mongolia's towns and cities are suffering from aging infrastructure and poor maintenance due to the rapid economic transition. Systems of waste removal are often barely functioning. There is little individual responsibility and waste is often thrown at random, left for dogs or tossed into nearby rivers. Cans are thrown out car windows. Burning cigarettes are flicked into the bush. Clean-up campaigns are a popular activity, but they often don't address the causes of the problem. A change in attitude is necessary along with effective waste removal. Recycling is an option now due to growing markets for cans, bottles, bones and other solid wastes.

Water supplies are often polluted and local authorities are frequently unable to maintain deteriorating water systems due to a lack of money and management problems. In rural communities, poorly functioning water supplies are forcing residents to use local springs and rivers. These resources are sometimes polluted and, together with high mineral content in the water, are causing health problems. Further, inadequate water testing is causing confusion about this issue.

The air is polluted in the cities leading to respiratory ailments. This is a big problem in Ulaanbaatar where three power plants burn low-grade coal and pollute the air with sulfur and carbon dioxide especially during the winter months. While some new technology is being installed to lessen the pollution at the power plants, the rapid growth of "ger" (yurt) districts in the city is escalating the problem as these poor residents are also burning coal. The number of vehicles in Ulaanbaatar has increased dramatically adding to the problem. There are no emissions tests or regulations to take seriously polluting vehicles off the road. More research is needed to analyze the extent of this problem and its seriousness as a health issue.

Inadequate Ecological Education

Ecological school curricula are lacking and inconsistent. Problems such as limited teaching resources, inadequate training and methods rooted in past activities that often have little connection to environmental issues today need to be addressed.

By identifying problems such as the poaching of rare species like the snow leopard or the taiga antelope, children can develop an understanding of a real problem and can convey their concern to their parents. Summer children's camps provide an excellent opportunity to expand ecological curricula. Environmental games and camping trips allowing children to experience nature are popular summer activities. Instructional environmental games, identification of rare species and building a sensitivity to nature may have a minimal impact on specific environmental problems. However, these activities can instill an appreciation of nature that can last a lifetime.

Institutes of higher education also need research and teaching and training materials related to environmental issues, especially on medicinal plants, rare species and health issues. Students at agricultural and medical schools and biology departments in universities need ecological textbooks, exhibits and training videos.



Little Awareness of Environmental Laws

Comprehensive new environmental laws came into effect in 1994 and 1995 in Mongolia. While the new package includes regulations on land, water, protected areas, mineral resources and natural disasters, there are problems related to public awareness of these laws and to lax enforcement.

The environmental laws are generally poorly enforced. There is little understanding of the laws and little appreciation of their necessity. Training of environmental inspectors, rangers, park guides and other officials who should be aware and often must enforce these laws is required. A further problem is the inability of lawbreakers to pay fees and the lax enforcement due to Mongolia's system of favours - knowing the right person usually means avoiding a penalty.

Protected Areas are not protecting the country's rich ecological and cultural heritage. Mongolia has 26 such areas. In Strictly Protected Areas such as Great Gobi and Bogd Khan Mountain, only research and limited plant gathering, tourism and traditional activities are permitted. Hunting, logging and construction are prohibited, although they are growing problems. National Parks such as Lake Khovsgol and Gorkhi-Terelj permit limited uses such as tourism, livestock grazing and construction with park permission. Natural Reserves such as Batkhan Mountain and Khustain Naruu protect rare species and geological formations. They allow economic activities that do not harm nature reserves. Natural and Historical Monuments apply only to cultural sites such as Ganga Lake and Bulgan Mountain. All these areas need brochures identifying their features and flora and fauna, hiking maps for visitors and signs to identify area borders. And they need training for rangers and guides on the regulations so they can be properly enforced.



Annex Four: **EPA Projects in Mongolia, 1997-98**

1. **"Sustainable Ecotourism Bogdkahn Mountain," Mongolian National Ecotourism Society.** Targeted at visitors and rangers in Bogdkhan Mountain World Biosphere Reserve, this project provided signs and brochures for visitors and training for rangers and guides. May 1997 – February 1998. Funding: \$4044.
2. **"Mother Nature - Law," Omnugobi Branch of Green Movement.** Women and children in Dalanzadgad district of Umugobi Aimag received information and training on environmental laws and then competed to best explain these laws to the local population. May 1997 – January 1998. Funding: \$3243.
3. **"Environment - Children - Law," National Centre for Children.** Aimed at secondary school children in Javkhant children's camp, this project provided a range of materials and training to expose these children to the importance of the new environmental laws. May 1997 – August 1998. Funding: \$2892.
4. **"Fire '97," Youth Union and Scouts Association of Khentei Aimag.** The secondary school children of Kherlen village received information and training on forest fire prevention and participated in a special "day party" to build public awareness throughout the community. May – December 1997. Funding: \$3103.
5. **"Gobi's Nature through the Eyes of Children," Mongolian National Commission of Conservation of Rare Animals.** Aimed at herders, students and teachers living in the vicinity of the Great Gobi Reserve, this project included an essay and painting contest on Gobi's nature and creation of a special conservation room to provide information. May – December 1997. Funding: \$5500.
6. **"How to Plant a Tree," Mongolian Foresters' Association.** This project provided a demonstration video on tree planting for use in several secondary schools in Ulaanbaatar. The children then planted trees and maintained them in Dendrary Park. May – September 1997. Funding: \$2445.
7. **"Nature, Environmental and Health," Mongolian Physiological Association.** This project provided ecological education in the form of a handbook with special training for students at the Medical University. May – December 1997. Funding: \$1883.
8. **"Let's Protect Beaver, Pheasant and Sea-Buckthorn of Khovd River," Khovd Branch of the Association for Conservation of Nature and Environment.** Information on local endangered animals was provided to the herders in a variety of forms and a competition held to disseminate the information. May 1997 – February 1998. Funding: \$4253.

9. **"Environmental Awareness Raising," Arkhangai Association for Conservation of Nature and Environment.** Inhabitants, inspectors and conservationists in two Protected Areas in Arkhangai Aimag were informed on the rational use of natural resources in the area and an ecological centre furnished. May – February 1998. Funding: \$2359.
10. **"Degradation of Land Resources," Mongolian Association for Conservation of Nature and Environment.** A tour through Gobi-Altai and Omnigobi Aimags provided information to inhabitants on desertification in the areas with discussions and performances. May – July 1998. Funding: \$3994.
11. **"Nature Through Children's Eyes," International Children's Centre Nairamadal.** Children at this camp outside Ulaanbaatar competed in drawing and writing competitions on environmental issues. A calendar was produced with the best artwork. May 1997 – February 1998. Funding: \$4989.
12. **"Children Play with Mother Nature," Mongolian Scouts Federation.** Scouts groups, school children, teachers and scout masters received two books of games which help children learn about their environment and how to protect it. May 1997 – February 1998. Funding: \$4030.
13. **"The World is Our Mother," Mongolian Countryside Information Movement.** A film targeted at high school children was produced highlighting Mongolians' traditional respect for the land. May 1997 – February 1998. Funding: \$5000.
14. **"Health - Air Pollution - Women," Women and Development Movement.** Targeting a neighbourhood of Ulaanbaatar, this project organized women through workshops and the media and instructed them on how to fight urban air pollution. August 1997 – February 1998. Funding: \$4050.
15. **"Gobi Bear among Nature and Children," Sono Cooperative.** A special nature magazine for children was published and distributed to children's camps over the summer. Television programmes were produced in conjunction with the characters created in the magazine. May 1997 – February 1998. Funding: \$5000.
16. **"Environment of Metropolis," Mongolian Sea-Buckthorn Association.** This project assisted the poor in a district of Ulaanbaatar in the use of natural fertilizers to grow vegetables and sea-buckthorn berries. May 1997 – February 1998. Funding: \$2438.

17. **"Conservation of Rare Animals," Mongolian National Commission for Conservation of Rare Animals and Mongolian Hunters Association.** These two organizations provided information on endangered animals in Mongolia using the Hunting Museum in Ulaanbaatar as an exhibition site and by producing a calendar of rare and endangered animals. May 1997 – February 1998. Funding: \$4,000.
18. **"Soil Fertility Management in Small Scale Farming," Mongolian Soil Fertility Association.** Poor families in an area of Ulaanbaatar were provided with gardens and instruction on planting, growing and storing vegetables. May 1997 – December 1998. Funding: \$3372.
19. **"Mongolian Traditional Training Method," Environmental Training and Public Awareness Club and Bers University.** Combining traditional appreciation of nature with scientific understanding young school children received training through 2 videos. May 1997 – February 1998. Funding: \$2392.
20. **"Traditional Ways of Protecting Nature," Khan Altai Foundation.** Herdsmen and youth living in the Gobi were trained on the problems of and solutions to desertification through events and workshops. May 1997 – February 1998. Funding: \$3976.
21. **"Plant and Animal Research Otgontenger," Information and Methodology Centre of Mongolian State University.** Biologists collected information of the flora and fauna of Otgontenger Reserve and disseminated it to local inhabitants and university students through seminars, TV and radio. May – November 1997. Funding: \$4000.
22. **"Let's Protect Gobi Areas from Desertification," Mongolian Women's Federation and Women's Council of South Gobi.** Women and secondary school children in South Gobi received training on nature protection in the Gobi, competed in drawing competitions which were exhibited through posters and calendars. May 1997 – February 1998. Funding: \$6000.
23. **"Protect Bogdkhan Mountain Reserve," Development and Environment.** Policy makers and school children received a booklet on the flora and fauna of Bogdkhan Reserve which publicized the impact of rapid urbanization on this World Biosphere Reserve. May 1997 – February 1998. Funding: \$4396.
24. **"Park of the Graduates Named After the Mongolian Youth Association," Mongolian Youth Association.** Children in a secondary school in Ulaanbaatar created a park and learned to protect and respect their environment. May 1997 – August 1998. Funding: \$5700.

25. **"Advocacy for Law on Protection," Mongolian Environmental Law Association.** Students at Mongolian State University received training on environmental law and policy and competed in a writing competition. May 1997 – February 1998. Funding: \$1689.
26. **"Blue Box Campaign," Chingeltei Women's Council of the Mongolian Women's Federation.** Women were organized to collect, recycle and sell waste in the poor Chingeltei district of Ulaanbaatar. May 1997 – February 1998. Funding: \$4000.
27. **"Let's Protect the Selbe River," Mother Nature Centre.** Residents and schools within the vicinity of the Selbe River in Ulaanbaatar received training on the consequences of river pollution and ways to eradicate the problems to ensure a healthy environment. May – September 1997. Funding: \$4359.
28. **"Humans and Disaster," Meteorological Association.** Secondary school children and young herders in three protected areas became aware of the impact of human activity on the natural environment through workshops and radio programmes. May 1997 – February 1998. Funding: \$2868.
29. **"Environmental Journalists Club," Press Institute of Mongolia.** A journalist club provided training and support for journalists covering environmental issues. May 1997 – February 1998. Funding: \$2869.
30. **"Fresh Air and Health," Mongolian Filmmakers' Association.** A film showing the negative effects of air pollution on Mongolia's three largest cities built awareness of this growing problem. May 1997 – February 1998. Funding: \$3593.
31. **"Fresh Water," Mongolian Green Party.** Students in rural areas competed to produce information on traditional ways to protect Mongolia's rivers from pollution. May 1997 – February 1998. Funding: \$780.
32. **"Ulaanbaatar City Air Pollution," Mongolian Green Party.** A scientific conference was held on issues related to the capital city's air pollution problem with the aim of sensitizing the population to the potential hazards and at finding ways to reduce the problem. May 1997 – February 1998. Funding: \$2450.
33. **"Purifying and Maintaining our Clean Living Environment," Meteorological Association.** This project illustrated the pollution issue in Ulaanbaatar by targeting employers, workers and businesses with booklets and posters. May 1997 – February 1998. Funding: \$2912.

34. "Children of Mother Nature," Mongolian Knowledge Dissemination Society. Children from an orphanage in Ulaanbaatar went on outings to experience nature and see the consequences of pollution. May 1997 – January 1998. Funding: \$2796.
35. "Natural Resources," Mongolian Green Movement. This project revived and popularized traditional ways to preserve nature and targeted residents of Ulaanbaatar. May 1997 – February 1998. Funding: \$3579.
36. "Content of Teaching Materials of Ecological Education," Department of Primary and Secondary Education, Ministry of Education. Targeted at science teachers in secondary schools, institutes and universities, this project analyzed the content of ecological education and the teaching materials used and upgraded these to a new consistent standard. July 1997 – August 1998. Funding: \$1278.
37. "Ecological Training Centre," Ministry of Education. Teachers and secondary school students benefited from this resource centre which organized formal and nonformal ecological education focusing on methods to replenish natural resources. July 1997 – April 1998. Funding: \$8532.
38. "Ecological TV Olympiad," Biological Olympiad Committee of Mongolian State University. Aimed at secondary students, this project provided ecological education through a popular game where teams of students selected a Mongolian ecosystem and defined its ecological characteristics. July 1997 – May 1998. Funding: \$3461.
39. "Environment and Law," Ministry of Nature & Environment. Training on environmental laws and policy through lectures, posters and videos with a contest for local educators to produce the best environmental information. July 1997 – March 1998. Funding: \$4600.
40. "Public Awareness of Strictly Protected Areas," Ministry of Nature & Environment. Brochures with information on ecology and biodiversity for use in workshops and awareness programs were produced for three protected areas. July 1997 – April 1998. Funding: \$4500.
41. "State of Environment of Mongolia," Ministry of Nature & Environment. Experts from foreign and international organizations benefited from an updated and translated book, Nature and Environment in Mongolia, in English from Mongolian. July 1997 – August 1998. Funding: \$3000.

42. "Bogdkhan Information and Public Awareness Centre," Bogdkhan Strictly Protected Area, Ministry of Nature & Environment. An information centre was established in this protected area adjacent to Ulaanbaatar highlighting its natural features and providing a database of endangered species in the area. July 1997 – April 1998. Funding: \$2866.
43. "Introduction of MNE of Mongolia," Ministry of Nature & Environment. A colour booklet to introduce the Ministry of Nature and Environment was published in English and Mongolian and targeted at local and foreign organizations and visitors. July 1997 – January 1998. Funding: \$3500.
44. "Treaties and Conventions to which Mongolia is Party," Ministry of Nature & Environment. Foreign and international organizations, members of parliament and administrators from the countryside received a collection of the full texts of all conventions and agreements in which the Ministry of Nature and Environment is participating. July 1997 – April 1998. Funding: \$2034.
45. "Weekly Public Awareness Day," Ministry of Nature & Environment. Environmental public awareness campaigns improving the flow of information between the Ministry and the people of Mongolia were scheduled with inputs from Ministry officials and NGOs. July 1997 – May 1998. Funding: \$4800.
46. "Water Laws and Regulations," Ministry of Nature & Environment. Officers and inspectors of the Ministry, the Environmental Protection Agency and water users benefited from the publication of a brochure on the current water laws and regulations. July – December 1997. Funding: \$2200.
47. "National Action Plan to Combat Desertification," Ministry of Nature & Environment. This project targeted scientists, experts and rural administrators by providing them with a Mongolian translation of the National Action Plan to Combat Desertification in Mongolia. July 1997 – March 1998. Funding: \$3000.
48. "Environment, Nature and the Times," Ministry of Nature & Environment. Publication of an official information bulletin and four press conferences were held in conjunction with the 10th anniversary of the Ministry of Nature and Environment. July 1997 – April 1998. Funding: \$3000.
49. "Gazelle," Dornod Aimag Hunters Association. Calendars, signs and media messages aimed at preventing illegal hunting of Gazelle were distributed to herders and residents in Dornod province. August 1997 – February 1998. Funding: \$2130.

50. **"Mother Nature in My Town," Dornod Children's Centre.** School children in 5 schools in Dornod received ecological education through an improved curriculum. August 1997 – February 1998. Funding: \$1487.
51. **"The People's Eye," Hentii Liberal Women's Brain Pool and Hentii Women Lawyers Association.** Aimed at school children, women and herders, this project provided competitions and an exhibition to build awareness of the new environmental laws. August 1997 – January 1998. Funding: \$2809.
52. **"Zorgol (Baby Caribou)," Hentii Scout Federation and Hentii Hunters Association.** Targeting children and hunters, this project aimed to protecting species such as the wild horned sheep, antelope, muskrat and baby caribou. August 1997 – February 1998. Funding: \$2856.
53. **"Protect Avraga Toson Complex," Hentii Trade Union.** Volunteers at this sanatorium helped residents and visitors understand pollution affecting the resort. August 1997 – February 1998. Funding: \$2000.
54. **"Prevention of Steppe Fires," Sukhbaatar Red Cross Association.** Competitions among school children on the theme of fire prevention helped herders and children understand the problem. August 1997 – February 1998. Funding: \$3000.
55. **"Steppe Deer," Sukhbaatar Sum Women's Federation.** Awareness was raised through photo and art competitions among herders, soldiers and women to protect steppe deer, an endangered species. August – December 1997. Funding: \$1998.
56. **"Clean Environment and Healthy Life," Sukhbaatar Women's Federation.** Focussing on problems of poor sanitation, waste disposal and water supply, children and women organized public clean-up days which included cultural and sports events. August 1997 – February 1998. Funding: \$2790.
57. **"Let's Protect Dariganga's Environment," Sukhbaatar Association for Conservation of Nature and Environment.** School children, herders and visitors were targeted with booklets and workshops on desertification and pollution in the creeks in this area. August 1997 – February 1998. Funding: \$2582.
58. **"Forest Fire," Bulgan Youth Association and Bulgan Travellers' Association.** Targeting herders, school children and women, the forest was protected from fire through warnings on signs, in brochures, on badges and caps. August 1997 – February 1998. Funding: \$2600.

59. **"Protect Bulgan Uul," Bulgan Womens Federation and Bulgan Green Movement.** School children and women recieved information on local regulations relating to the sacred mountain outside town. August 1997 – February 1998. Funding: \$2000.
60. **"Protect Zuun Turuu River," Bulgan Trade Union.** School children and town residents were provided with media messages, brochures and T-shirts which focused on cleaning up the local river. August 1997 – February 1998. Funding: \$2000.
61. **"Save the Forest from Fire," Huvsgul Red Cross Association.** Residents were educated about fire prevention through booklets and videos at a special event day. August 1997 – February 1998. Funding: \$1500.
62. **"Protecting the Environment," Hatgal Women's Federation.** Targeting residents at Lake Huvsgul National Park, information on a healthy environment was given out at a special event day. August 1997 – February 1998. Funding: \$1950.
63. **"Forever Green Garden," Hatgal Green Movement.** Women, school children and jobless residents received training on local plant species, some rare and endangered, and on how to plant trees, grow vegetables and berries. August 1997 – February 1998. Funding: \$1500.
64. **"Protect and Restore Ice in Yolyn Am," Environmental Protection Association of South Gobi.** The perpetual ice that used to be in Gurvan Saikhan National Park was partially restored and information on this unique feature provided to visitors and local residents. January – July 1998. Funding: \$2406.
65. **"Protecting the Pasture," Protecting the Environment Ourselves Movement of South Gobi.** Herders were encouraged to use techniques to stop overgrazing. January – June 1998. Funding: \$2498.
66. **"Soil and Roads," Citizen Initiatives for Environmental Protection of South Gobi.** Drivers were targeted with information to help reduce soil erosion caused by roads in the Gobi. January – June 1998. Funding: \$2382.
67. **"Protect Reeds and Wild Pigs of Har Us," Public Council of Environmental Protection of Hovd.** Herders helped stop the poaching of wild pigs and protect the reed thickets. January – June 1998. Funding: \$2489.

68. **"Protect the Saiga," Mongolian Herders and Farmers Association.** Herders and school children worked to protect the endangered saiga antelope from hunters. January – July 1998. Funding: \$2500.
69. **"Clean Environment – Life's Condition," Women's Federation of Gobi Altai.** Women recycled solid waste leading to a cleaner and healthier environment. February – May 1998. Funding: \$2298.
70. **"Saxaul (Zag)," Environmental Protection Association of Gobi-Altai.** Herders learned environmental laws and ways to protect the valuable saxaul tree of the desert. February – July 1998. Funding: \$2679.
71. **"Protect Mother Nature," Children's Centre of Zavkhan.** School children received information on flowers and animals, growing fruit & vegetables & took part in competitions. January – June 1998. Funding: \$2160.
72. **"Restore the Forest of our Sum," Nature Protection Foundation of Zavkhan.** School children and local residents learned how to plant and protect trees. February – August 1998. Funding: \$2431.
73. **"Protecting Gashuun River," Women's Council of Uvs.** Women and their families became aware of the causes of river pollution and ways to protect the river. February – May 1998. Funding: \$2397.
74. **"Altan Ganuur (Roseroot)," Children's Organization of Uvs.** Educating children on rare plant species through art competitions helped protect them. February – August 1998. Funding: \$2600.
75. **"Green Campus Zone," Darkhan Students Association.** Students cleaned up and rehabilitated a green zone beside the university by treeplanting and gardening. April – August 1998. Funding: \$1909.
76. **"Clean Environment and Health," Sacred Frontier Movement.** A recycling project encouraged poor people stop cutting local forests for fuel and reuse their waste. April – August 1998. Funding: \$2000.
77. **"Keep the Law," Selenge Women's Federation.** Environmental laws on water and forests were publicized through training workshops and a competition. April – August 1998. Funding: \$2000.

78. **"Protect Mineral and Spring Water of Gobi Sumer," Talent Children's Skill Center of Choir.** Focusing on local springs, school children and herders protected them through competitions, signs and an event day. April – August 1998. Funding: \$2000.
79. **"Reduce Water Consumption in Mandalgobi," Social Development and Women Movement.** Women and children raised their awareness of water conservation methods in this town suffering from extreme water shortages. April – August 1998. Funding: \$1842.
80. **"Protect River Hangal," Orhon Aimag Womens Federation.** Women and children got information and on river pollution caused by mining operations. April – August 1998. Funding: \$2000.
81. **"Let's Exploit Hidden Treasures," Women's Federation of Dornogobi.** Cleaning up a town and recycling reusable products was the focus of this project targeted at women. April – August 1998. Funding: \$683.
82. **"Protect Zuunmod River," Tov Aimag Green Movement.** School children and women cleaned up and protected this river and received training on water laws. April – August 1998. Funding: \$1999.
83. **"Hailaast '98," Youth Organization of Tov.** Local herders, mine workers and officials helped rehabilitate the land damaged by gold mining. April – August 1998. Funding: \$1800.
84. **"Protect Tsetserleg's Rivers from Pollution," Women's Federation of Arhangai.** Due to the town's polluted rivers and related health issues, women organized activities to protect the sources of drinking water. April – August 1998. Funding: \$2000.
85. **"Maintaining the Trees in Bulgan Sum," Seniors Association of Arhangai.** Events focussing on traditional ways of protecting the forest from illegal cutting targeted herders and residents. April – August 1998. Funding \$2000.
86. **"Ecological Education and Awareness," Parents and Teachers Association of Arhangai.** Ecology rooms were established in schools allowing teachers to provide a better ecological curricula. April – August 1998. Funding: \$1900.
87. **"Protect Toomiin Nuruu from Fire," Green Movement of Arhangai.** Forest fire prevention activities for local residents included the formation of a firefighting group in an area often heavily damaged by spring fires. April – August 1998. Funding: \$2000.

88. "Ongi River," Trade Union of Ovornangai. Activities to protect the source of the Ongi River included training among local residents and gold mining workers on decreasing pollution caused by mining activities. April – August 1998. Funding: \$1901.
89. "Child is the Friend of Nature," Scouts Federation of Bayanhongor. A mobile ecology centre was established to prepare Scouts and school children with more knowledge on local flora and fauna. April – August 1998. Funding: \$2000.
90. "Protect the Black-tailed Gazelle," Bayanhongor Association for the Conservation of Nature and Environment. Targeting herders and local residents, this project helped stop the overhunting of this endangered species. April – August 1998. Funding: \$2000.
91. "Protect the Altai Snowcock," Women's Federation of Bayanolgii Aimag. Women and children received training on protecting this endangered bird used for its popular medicinal qualities. April – August 1998. Funding: \$2400.



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